A COMPARATIVE STUDY OF THE SELF-CONCEPT OF BLACK AND WHITE FRESHMAN STUDENTS FROM THE MIDWEST AND SOUTH

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ABSTRACT

A COMPARATIVE STUDY OF THE SELF CONCEPT OF
BLACK AND WHITE FRESHMAN STUDENTS
FROM THE MIDWEST AND SOUTH

By

Oscar Perry Butler, Jr.

The purpose of this study was to determine the impact of college after one term on the self-concept of Black and White freshman students from the Midwest and South.

A sample of 180 Black and White college freshman students were randomly selected from a predominantly Black Southern college, a predominantly White Southern university and a predominantly White Midwestern university. The students were selected with a college entrance examination score range of 700-800 (Scholastic Aptitude Test total score) and socio-economic level of the family bread winner up to $7,500 annually.

The study consisted of two phases. Phase one was the pre-test. All students were administered the Tennessee Self Concept Scale during the first week of the fall term in order to obtain a measure of their self-concept prior to their total involvement in the college or university environment. Phase two was the post-test. The Tennessee

Self Concept Scale was readministered during the tenth week of the fall term to obtain a measure of the change in self-concept of the students sampled.

Analysis of variance used in this study was the four factor analysis, which was employed to test the main and interaction effects of the scores on the Tennessee Self Concept Scales which are expressed by McCall's T scores with a mean of 50 and standard deviation of 10.

Multivariate analysis of Area and Race as main effects revealed no significant change in mean scores. Analysis of Geography as main effect revealed significant change in the primary variable Total Positive Score, which reflects the overall level of self-esteem. This analysis also revealed significant change in the sub-scores of the variables Conflict and Personality Disorders.

The multivariate test for main effect of Sex revealed a significant change in the sub-score variable General Maladjustment.

Analysis test for two- and four-way interaction effects revealed no significant mean change scores in Total Positive Scores. This interaction test did reveal significant mean change scores in the sub-scores.

An analysis for three-way interaction effects revealed a significant change in Total Positive mean change score, which is the primary measure on the Tennessee Self Concept Scale to determine self-concept. Three-way

interaction test for effects also produced significant mean change scores of the sub-scores of the Tennessee Self Concept Scale.

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A THESIS

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DEDICATED TO . . .

Those whose lives were taken and those wounded on the campus of South Carolina State College February 8, 1968 in pursuit of human dignity and to the citizens of South Carolina who on March 12, 1968 took constructive steps toward directing South Carolina State College toward the mainstream of American Education.

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CHAPTER I

INTRODUCTION

Literature on the individual personality repeatedly suggests that the reality situation with which a person must contend has profound implication for his feelings about himself. The purpose of this study was to investigate the impact of the college environment on the self-concept of Black and White freshmen students of urban and rural residence from the Midwest and the South. In order to develop a rationale for the predicted significance on these variables, some conceptualizations of the self-concept and the way it develops will be summarized. Literature on the personality of Blacks[1] and Whites will then be reviewed, concluding with a more specific statement of the purpose of this study.

Theoretical Orientation

The theoretical orientation was based on the idea that the self-concept as a useful psychological construct has become increasingly emphasized in personality. Early

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[1]Throughout, Blacks should be taken to mean American Negro.

attempts to use the concept of the self were based on introspective methods. Such methods were inadequate, in that defense mechanisms and self-deception so influenced self-observations that invalid introspection was bound to yield a distorted view. The self as essence defied definition and discussion about the nature of the mind seemed relevant for neither experimental nor applied psychology.

A modern attempt at construction of a useful concept of the self emerged primarily under the direction of Carl Rogers and his disciples. Rogers defines self-concept as an "organized, fluid but consistent, conceptual pattern of the characteristics of the 'I' or 'me' which are admissable into awareness, together with the values attached to these concepts" (Rogers and Dymond, 1954). This concept implies that many single self-perceptions, standing in relation to each other, exist for the same person; additionally, it is suggested that the person can order these self-perceptions along a subjective or psychophysical continuum from "unlike me" to "like me." Raimy, a student of Rogers, developed a construct of the self which had a perceptual frame of reference. Raimy defined the self-concept as both a learned perceptual system functioning as an object in the perceptual field and a complex organizing principle which schematizes ongoing experience (Lowe, 1961). Emphasis on the self as an organizer is present not only in Rogers' group but is also apparent in psychoanalytic ego theory

and the "internal frame of reference" asserted by Snygg and Combs (1949).

The self in modern personality theory is inferred from data open to the external observer. The popular types of operational definitions have assumed that the self-concept can be defined by the individual's references to himself in psychotherapy or by asking him to mark off certain self-regarding attitudes on a rating scale. Lowe (1961), however, stresses three difficulties in measuring the self-concept. First, it must be demonstrated that the operational and philosophic meanings are equal; second, an efficient and systematic method must be found for selecting items due to be selected; third, different measures imply different operational definitions. Because of these difficulties, Combs (1963) and others urged that the self-concept and self-report are quite different concepts which cannot be used interchangeably. While the "self-concept" is an organization of all that the person believes about himself, the "self-report" is a description of the self reported to an outsider and represents what the person <u>says</u> he is. These authors suggest that how closely the self-report coincides with the "real" self-concept will depend on the clarity of the person's awareness, the availability of adequate symbols for expression, willingness of the person to cooperate, social expectancy, and his feelings of freedom from threat.

The self-concept develops genetically as a learned product of social interaction through the responding of a person to his perceptions of the behavior of others toward himself and through drawing analogies between his perception of others and himself. The conception a person forms of himself usually has a social reference; generally, it takes the form of some kind of relation between the self and others. Consequently, the nature of the self system a person acquires in the course of socialization depends largely on the kind of personalities he is associated with and the culture after which his activities are patterned, what significant people in the environment think of him, and the ways in which the socialization program is carried out.

Wylie (1961) summarizes several ways parents influence the child's self-concept: level of self-regard; subjective standards of conduct associated with his role and individual status (the development of the ideal self); realism of his view of his abilities and limitations, and his acceptance of them; degree of acceptance of inevitable characteristics (hostility, jealousy); and the adequacy of his means of appraising accurately his efforts on others.

The interpersonal influences on self-concept development are rooted in the family group. At adolescence, social interaction outside the home increases impressively. Not only does the peer group take on primary significance, but awareness of the larger world becomes more pronounced.

Concomitant with the increased diversity of social interactions is the possibility for comparing oneself, favorably or unfavorably, with a larger group of significant individuals. An expansion occurs in the reference groups relevant to the individuals--the groups to which he feels he belongs, wants to belong, or relates himself to psychologically.

The College Environment

College students differ from one another as distinctive personalities, and the same assumption can be made about the collectivity of students represented in a student body as well as of the institution in which they are enrolled. It is assumed that these institutions do vary and would account for some significant differences in the effect of the environment upon the students.

The college community is regarded as a system of pressures, practices, and policies intended to influence the development of students toward the attainment of institutional objectives (Pace and Stern, 1958).

The characteristics which constitutes the atmosphere of a college, and the differences between colleges may be attributed in part to the different ways in which such systems are organized. These include differences in rules and regulations, classroom climate, living conditions, patterns of personal and social activities, in addition to other ways that mold the individual's behavior.

For many years researchers have studied individual differences and have developed appropriate measuring instruments to facilitate understanding of the many ways in which and the degrees to which people differ from one another. Until recently, no comparable developments had occurred to facilitate understanding of environmental differences (Pace and McFee, 1960). The concept of environmental press offered a way of viewing the total climate of a college which was comparable analytically and synthetically to the more familiar ways of dealing with the individual. It was assumed that if a dominant press really existed in a particular environment, then almost any group of people living in the environment would be able to identify it. What these individuals were aware of, and agreed with some unanimity of impression to be generally true, defined the prevailing campus milieu perceived by those who were a part of it (Pace and McFee, 1960).

The concept of environmental assessment and relationship has been called by Stein the "transactional approach" (Stein, 1963). Stein focused on the dynamic interaction between the individual and his environment. The three most important theoretical contributions have come from the Clark-Trow teams in sociology and the Astin and Pace-Stern teams in psychology.

Clark and Trow (1960), in examining biographical and attitudinal characteristics of college students, hypothesized two important variables--interest in ideas

and affiliation with the college. The authors from various combinations of four basic student subcultures that express special motivation for attending college. These were as follows: (1) the academic, where students were concerned with their intellectual development; (2) the vocational, where the drive was for learning a profession, or acquiring a specific way to make a living; (3) the collegiate, where the emphasis was on "Joe College" and the group experience; (4) the nonconformist, where the concern was with questions of self-identity. This system emphasized not only the matter of different sources of motivation for students, but also that different programs within a given college may satisfy different needs.

Astin hypothesized that the college environment or press was a product of the following attributes of the student body: (1) the total number of students in the college; (2) the average intelligence of the students; (3) the personal characteristics of the student body as estimated by a typology of six types--realistic, intellectual, social, conventional, enterprising, and artistic (Astin and Holland, 1961).

Particularly significant to the present study was the work of Pace and Stern based on Murry's personality schema of need-press. Pace and Stern (1958) devised instruments for formulating and assessing useful descriptive dimensions of the college environments.

The scarcity of information about students is obvious. Joseph Katz and Harold Korn wrote:

> Social scientists have given detailed accounts of almost any imaginable human group: distant primitive tribes, hometown street corner groups, printers' union, prostitutes, suburbia, deviants. But there have been few prolonged and detailed studies of the population right under the social scientists' window: students (Katz and Korn, 1968).

This research hopefully will fill part of the void of information about students and the effects of the college environment on their self-concept, and supplement the growing research on college students in general.

Statement of the Problem

A need is seen for information about students and their environments to help educators make decisions and evaluate results. McConnell and Heist describe the need in these words:

> But the first step . . . is to know the entering student, to know him as a person and to see him against his background and against the college environment and its subculture (McConnell and Heist, 1962).

The emphasis of the present study was on the students themselves. The purpose of the study was to determine the impact of college on the self-concept of Midwestern and Southern urban and rural freshmen students after one term of college.

Significance of the Study

Alexander Astin emphasized that meaningful information about the student is vital because it extends the fund of knowledge necessary for rendering rational decisions concerning the student's education (Astin and Panos, 1967). To fill this need for meaningful information about students, various studies have been completed on student personality, values, and academic climate. But a fundamental concern, and a necessary prelude to further studies, is information concerning the impact of college upon the student's self-concept and how this impact varies according to race and geographical region.

Within the institutions of higher education, there are numerous and different approaches to developing an educational program. Studies have revealed an abundance of information on the sociology of education. However, most institutions of higher education need more data about students, particularly information about the college influence on the students' self-concept. Hopefully, these investigations may prompt college administrators to look with a more critical eye at their total educational program. The result may be an increased focus on the college community, with particular emphasis on study of the student--what he is, what he experiences, and what he becomes. This additional information may lead educators to develop programs that will emphasize the total development of the

student, particularly in areas that will improve his self-concept.

This study was based on the assumption that the college environment does have an effect upon the self-concept of students and that any change in the self-concept can be measured. Hopefully, the results of this investigation will make a contribution to learning. It should provide some indication as to the effects of the college environment on the self-concept of students.

Definition of Terms

Most of the terms in this study carry their usual connotations; however, for the sake of uniformity of interpretation, the following terms are defined:

Behavior.--A function of personality and environment (Morror, 1964).

Construct.--Any concept, model or hypothesis which is used for the purpose of getting a better understanding of a given social phenomenon (Zandrozny, 1959).

Culturally disadvantaged.--Those persons who are socialized in sub-cultures markedly different from the prevailing culture.

Culture.--A constellation of individual elements and of complexes of elements or traits (Park, 1959).

Perception.--(1) The process of knowing objects and objective events by means of the senses. (2) Awareness of organic processes (Chaplin, 1968).

Perceptual field.--The entire universe, including himself, as it is experienced by the individual at the instant of action (Gould and Kold, 1964).

Phenomenology.--The view that behavior is determined by the phenomena of experience rather than by external, objective, physically described reality (English and English, 1958).

Rural Community.--A rural community is that form of association maintained between the people, and between their institutions, in a local area in which they live on dispersed farmsteads and in a village which is the center of their common activities. There are essential points of this definition: (1) that the rural community is composed of both farm and village people, the farm people living on dispersed homesteads and also of their institutions; (2) that the community area is defined by a boundary within which the village forms the center of the common activities of most of the families; (3) that the real community, from a sociological standpoint, is the form of association between these people and between their institutions in the given area (Sanderson and Polson, 1939).

Self.--The self is defined in widely different and sometimes conflicting ways by psychologists. These varying definitions can be roughly divided into those which stress the self-as-doer (the self as an active group process, such as thinking, remembering, and perceiving), and those which stress the self-as-object (the self as a person's attitudes and evaluation of himself). Freud used the self (ego) in the former sense, Rogers in the latter. Snygg and Combs used the term simultaneously in both ways (Smith, 1961).

Self-concept.--An organized configuration of perceptions of the self which are admissible to awareness (Wylie, 1961).

Socio-economic status.--An individual's position, status, or amount of prestige in a given society, which is associated with and determined by the amount of income, wealth, type of occupation, and social class (Zadronzy, 1959).

Society.--An association of individuals (usually voluntary) for the attainment of common goals, interests, and satisfactions (Heidenreich, 1967).

Sub-culture.--The culture that is peculair to a particular group of people who form a part of a larger society, and who also share in much of the culture of the larger society. The group usually, however, has a lower

political, economic, and social status than the dominant cultural group in society (Zadrozny, 1959).

Urban community.--A community (or complex of communities) characterized by the cominance of commercial, industrial, and "service" occupations; an extensive division of labor and its corresponding social complexity, and accompanying and underlying social controls on a non-kinship basis (Boskoft, 1962).

Values.--The goals learned from our society (Smith, 1962).

Limitations of the Study

The present study is restricted by the number of subjects used and the instrument employed to gather the information. Any number of additional areas of student concern could have been investigated, but a longer completion time militated against this.

While possessing some merits for the present purposes over other self-concept inventories, the TSCS does have limitations. Possible sex, race, special interest, and socio-economic differences are ignored.

Consideration must be given also to the nature of the college community in any attempt to generalize the findings of this study beyond the particular college and university campuses from which they were obtained.

Hypotheses

This study was based on the assumption that the college environment does have an effect upon the self-concept of students and that any change in the self-concept can be measured. Based upon this assumption, it is hypothesized that:

1. Black and White, male and female students from urban backgrounds will experience more favorable change in self-concept after one term of college experience than students of the same race and sex from rural backgrounds.
2. Black students will experience a favorable change in self-concept in a predominantly Black institution.
3. White students will experience more favorable changes in self-concept in a predominantly White institution than will Black students.

Overview

The next chapter provides a review of the literature particularly pertinent to the study. The design of the study and the method of procedure are presented in Chapter III. The statistical data extracted by means of these procedures is reported in Chapter IV, along with the results of the analysis on the variables, Area-Geography-Race-Sex, main and interaction effects. Chapter V is a summary of the findings and conclusions of the study together with some recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Due to the vast amount of research relative to the "self" theory, and the college student and his environment, efforts have been made to report only the available literature which concerned itself with this study.

The report of research findings to follow is organized under the following headings: (a) Studies of the "Self" Theory, (b) Implications for the Negro Self-Concept, (c) The College Experience and Change in Students.

Studies of the "Self" Theory

The past decade has seen a rapid growth of interest in the "self" and in the role of perception from a "self" point of view. Previously, psychologists had sought answers to the complex problems of behavior and adjustment through the basic technique of observation. The individual was subjected to stimuli and his reactions to these were observed and recorded. Theories and principles regarding human behavior emerged and were reinforced through repeated tests. The theories and principles, though basic to our understanding of the human being, provided, however,

only an external view of the individual. More recently, psychologists--known variously as phenomenological, existential, perceptual, personalistic, organismic or holistic, field, and self psychologists have become concerned about the study of the individual from an internal standpoint, that is, the way in which the individual perceives himself and his relationship with his environment.

Several attempts have been made to determine the relationship between self-acceptance and acceptance of others. Berger (1952) in a study using a variety of groups, concluded that the evidence for a positive correlation between the two variables was definitely supported and strengthened by the results of his study. Sheerer (1949) describes the self-accepting person as one who relies primarily upon internalized values and standards rather than on external pressure as a guide for his behavior. This person has faith in his capacity to cope with life and the responsibility and consequences for his own behavior. He considers himself a person of worth on an equal plane with other persons. There is no attempt to deny or distort any feelings, motives, limitations, abilities or favorable qualities which he sees in himself. Instead he accepts all problems without self-condemnation and is not shy or self-conscious.

Rogers (1949) suggests that a person's relationship with himself is important, for "the person who accepts himself will, because of his self-acceptance, have better

interpersonal relations with others." McIntyre (1952) conducted a similar study based on Rogers' statement. He concluded that the results of his study were ambiguous with respect to Rogers' hypothesis in as much as the results might be attributed at least as easily to the method of the experiment as to the incorrectness of the hypothesis.

Wylie (1957) introduces some relationship between defensiveness and self-concept discrepancies based on their theoretical propositions concerning the occurrence of anxiety and defense. He synthesized them from the self-concept theories of Rogers and McClelland. The first proposition states a fundamental assumption of self-concept theories: behavior is a function of the "self" rather than being predictable simply from an observer's knowledge of so-called objective reality. Stemming from this general assumption, two other propositions are advanced pertaining specifically to anxiety and defensiveness: the self-concept tends to attain a degree of stability, and consistency is an organized hierarchy of hypotheses of different degrees of symbolizability. Discrepancies or contradictions within the self-concept tend to induce anxiety and defensiveness. Discrepancies between the self-concept or a part of it and the relevant "self" ideal tend to induce anxiety and defensiveness, the degree of which is inversely related to the symbolizability of the relevant self hypothesis and self ideal.

The above propositions lead to predictions inconsistent with the position taken by Sears. Sears (1936) assumed that those who were "really" high on a certain undesirable characteristic as indicated by the ratings of other people, but who were unaware of this, would show defensiveness or "projection." These assumptions were made in Sears' study of insight and projection. Defensiveness is a perceptual phenomenon following as a result of threat to the person's "self," as described in the personality theories of Rogers and Snygg and Combs. Some aspects of the environment and of the person may be denied to awareness or even misperceived, and in this way the person insures stability of the "self."

Chodorkoff (1954) and Block and Thomas (1955) found that the better adjusted subjects perceived themselves in much the same way as seen by a group of unbiased observers. They also found that the adequacy of the person's adjustment is inversely related to the degree to which experiences are denied awareness.

Brownfain's (1952) examination of the stability of the self-concept as a measure of adjustment support the prediction that subjects with stable self-concepts are better adjusted. Those with a stable self-concept will have a higher level of self-esteem, greater freedom from nervousness and inferiority feelings, more active social participation, and less compensatory behavior of a defensive kind.

Manis (1955) found in his study of social interaction and the self-concept that the self-concept is no different from other beliefs, although the subject's self-concepts were influenced by other people's perceptions of them. The cohesion variable affected the results in a complex fashion, which was related to the relative favorableness of the subject's self-description.

Problems confronted by an individual act as determiners of adjustment in individuals. Schutz (1958) attempted to provide a means of identifying the personal problems of adolescents. The self-concept develops genetically as a learned product of social interaction through the responding of a person to his perceptions of the behavior of others toward himself, and through drawing analogies between his perception of others and himself. The conception that a person forms of himself usually has a social reference; generally, it takes the form of the "self" system a person acquires in the course of socialization and depends largely on the kind of personalities with which the person is associated. It further depends on the culture after which his activities are patterned, and the ways in which the socialization program is carried out.

Self-concept is developed in part through social interaction, and individuals who have different experiences in interacting socially will have different self-concepts. Klausner (1953) found in his study of social

class and self-concept that there is a modal difference in self-concepts between members of different socio-economic groupings and that members of the same socio-economic grouping tend to have a more homogeneous self-concept.

Implications for the Negro Self-Concept

Belonging to the Negro group for a given person may be accompanied by a variety of perceptions, expectations, motives, and defenses. The Negro may be "proud to belong" or ashamed, feel his position is a challenge or handicap, prefer to "pass" into white society or to share his fate with that of other Negroes (Grossack, 1954). Literature on the Negro personality, however, repeatedly suggests the negative self-evaluative aspects of Negro group membership.

In her study of the self-concept and adjustment of Negro junior high school students, Cantey (1966) found that cultural factors play an extremely important part in the adjustment of individuals; and the greater the degree of disadvantageousness, the less well adjusted the person is. Wendland (1967), in her study of self-concept of Southern Negroes and white adolescents, found that there is a tendency to find more positive self-pictures among rural adolescents; beyond a rural-urban dichotomy, however, there appear to be no consistent differential effects with the increasing size of a town one lives in. In his study of the Harlem Negro environment, Ausubel (1958) points out

that in the early childhood period the identification process or "satellization" is also likely to suffer. (Satellization here refers to the parentally derived status which is the cornerstone of a child's self-esteem until adolescence.) Through unpleasant contacts with white people and with institutionalized symbols of caste inferiority such as segregated neighborhoods, and more indirectly through mass media, the child gradually becomes aware of the significance of racial membership.

Goff (1950) indicates some of the general problems encountered by Northern urban Negro pre-adolescents as reported in interviews: face-to-face ridicule such as name-calling and joking about Negroes; threats of violence by white people; aggressive negative behavior toward Negroes on the part of white children; more overt rude treatment, such as discourteous insults; discriminations; and disparaging stereotypes of Negroes in some fields of entertainment. Dai (1948) found that the basic conception of self that a Negro child forms early in life depends a great deal upon how his needs are satisfied and how he is thought of by his parents and other significant people in his primary group environment are in turn determined to a great extent by the larger social and cultural conditions pertaining to the peculiar social positions Negroes in this group occupy.

Under these social and cultural conditions, the problems of personality development among Negro children

are found to be of two major kinds. One kind consists of problems that seem to be inherent in the primary group situation in the American culture, and therefore, they are shared in common by both Negroes and whites. The other kind consists of problems that are more or less peculiar to Negro children because of the peculiar social position their elders occupy in the American society and the special cultural emphasis this social position entails.

Aspirations and self-concept are the core of the motivation to learn. Yet, little is known about their role in education. Through a process of circular reasoning, these elements are almost always viewed as properties of individual students. That is, if children are learning, they are assumed to be expressing some degree of aspiration and more or less sound self-concept. Coleman (1967) writes, "A peculiar and ill-understood phenomenon that appears to characterize many Negroes, adults and youth, is a high, unrealistic, idealized aspiration, relatively unconnected to those actions that ordinarily lead to achievement of a goal."

The Ausubels (1963) summarized research in this area and indicated that the depressed social and personal condition of Negro youths led to low academic and vocational aspirations. Thus, in a short five-year period, scientific opinion had shifted from a model of low to high Negro aspirations. Pettigrew (1964) theorized

that the shifts were by no means arbitrary. Between 1962 and 1967 especially, Negro Americans had in fact formulated a new self-awareness that shot their aspiractions sky-high. To aspire is to hope, and the civil rights movement symbolized new hope for the oppressed.

According to Blake (1960), Negro students in integrated schools did set higher aspirational levels than did their white fellow students. Negro students in the segregated schools did not set a wider range of aspirational levels than both other groups; the Negro students set fewer lower aspirational levels than Negroes in segregated schools; segregated Negro students had higher average levels of aspirations than did whites in integrated schools. Blake interprets the high aspirations of segregated Negroes as a defensive measure whereby the students attempt to maintain their self-esteem. In a study of social aspects of aspirations in the public schools of Berkeley, California, Wilson (1960) found that children of higher social status achieved more than did children of a lower status. Geisel's (1962) study of Negro and white aspirations in Nashville, Tennessee, revealed that Negro vocational and educational goals were significantly higher than whites. Geisel observed that significant differences between Negroes and whites existed not only in I.Q. and aspiration scores, but also with respect to "participation patterns, attitudes, and self- and life-concept dimensions for both upper and lower socio-economic status groups."

Self-concepts seem to improve also in an integrated school atmosphere. "Other things being equal," wrote DuBois in the 1950's, "the mixed school is the broader, more natural basis for the education of all youth. It gives wider contacts; it inspires greater self-confidence and suppresses the inferiority complex." Today, we might say more simply that in the integrated school, children develop sounder self-concepts. Haggstrom (1962) studied self-esteem and desegregation in Detroit and Ypsilanti. By self-esteem, he meant "self-perception of the degree to which the basic values and aspirations are realized." His central finding was that desegregated Negroes have higher self-esteem than do segregated Negroes. Haggstrom tentatively concluded that this was so "because the Negro community as a symbol of inferiority depresses the self-esteem of its members." The Negro community, according to Haggstrom, is a white-created symbol of "permanent social inferiority" flying in the face of a social value of equality. Stinson (1963) found also that "positive perceptions of others' self-acceptance increased for the desegregated group while perceptions of the segregated group on the same variable decreased. There was greater similarity in the perceptions of Negro and white students than in the perceptions of segregated and desegrated students."

Singer (1960) compared white and Negro fifth graders to discover the effect of segregation and desegregation on

interracial attitudes. The I.Q. scores were similar for both schools, but the white students were primarily middle class, the Negroes lower income. He found that "the Negro children who had greater contact with white children showed a tendency to differentiate themselves and assert their identity more clearly." Singer comments further that "the segregated Negro may see the white world as one of success and his own world as one of failure," an observation supported by the research of Blake (1960), Haggstrom (1962), and Meketon (1961).

Negro and white personality differences using subjects from Oklahoma State University in Stillwater and Oakwood College, Huntsville, Alabama, were studied by Frenkel (1966). Whites were found to have significantly higher anxiety scores; Negroes had higher social acquiescence scores. No racial differences were found on measures of ego-strength or aggression.

Using the differences between the Thematic Apperception Test responses of Negro and white boys, Mussen (1963) found that the Negro subjects' stories contained significantly more incidents of aggressive expression from the environment and mild, verbal, aggressive expression by heroes. Compared with the whites, they showed less interest in establishing and maintaining friendly relations, or being kind to, or respecting others. The Negro boys' attitudes of indifference were further shown in their infrequent use of number achievement and their

emphasis on essentially inactive pursuits such as thinking and speculating; the white boys seem to suffer more from feelings of rejection in the family and more frequently express extreme hostility in their fantasies. On the other hand, they see others as respecting them and following their leadership; and they respond to the generally favorable social situation by establishing friendly relations, being considerate of others and striving to achieve something creditable.

Lott and Lott (1963) found that Negro youth are no less aware of their present status and opportunities than are white youth; the Negro youth views the future and his position in it with more optimism than does the white youth. Both Negro and white leaders appear to be more person-orientated and more tender-minded than their peers. A test of insight and achievement motivation showed that the white seniors were found to have reliably stronger needs for achievement than Negroes.

While both country and city school students were included, no comparisons along this dimension were conducted. In terms of basic needs emphasized, social recognition appeared to be a low-ranking need for Negro students, while they stressed academic recognition significantly more than white students. Negroes outnumbered white students in intentions to leave their home town and the South. Reports on desired occupations suggested more striving for top status jobs among Negro girls, while

boys focused on intermediate status positions such as clerical, sales, or skilled labor work. Lott and Lott discovered also a greater similarity in values and goals between Negro boys and girls than between white boys and girls, with Negro girls often scoring in the male direction on various indices. This suggests that the usual sex-typed goal orientation among white youth may not exist as clearly among Negro youth, perhaps because the sex roles of mother and father are less distinct in many homes.

In her examination of the rural-urban dimension, Wendland (1967) indicated that the Negro child apparently is confronted with many hindrances to the establishment of positive, accepting feelings about himself. The generality of this conclusion, however, must be questioned when the samples used are considered. Research on the Negro child indicated it was dominated by two models: either that of the urban ghetto environment or an out-dated Southern plantation model presuming a master-servant role relationship.

Powdermaker (1943) described the Negro as playing a meek deferential role, considering the social changes in the last decade. Even relatively recent research fails to reflect newly emerging self-evaluations in the Negro. The failure of such significant environmental variables as areas of residence and social class is reflected in the failure of some authors to even specify these characteristics of their sample.

Moving from the farm to the city has its consequences. Charles (1942) states that transplantation from the farm to a large industrial city brings in its wake a confusion similar to that which arises from the conflict of slavery and freedom in transition. Just as civilization strives for adaptation to the notion of free expression for all and the idea of mercy, so too, the individual must strive to adapt himself to fresh impositions--from without and within. Life is richer, activity is wider, but the Negro soon learns that these things are not for him. He learns something of the value of money, and attributes possible movement to money, an attribute it may not possess.

Hill (1959) pictured the Negro communities as cultural "islands" segregated and almost isolated from the structure of the city. He also stressed the importance of the residential dimension in his description of the Negro community.

The College Experience and Change in Students

The study of students at Bennington College by Newcomb in 1943 established a benchmark for the study of political socialization in college. He found that as the student proceeded through college, there was significant and progressive change from conservatism to liberalism (Newcomb, 1943). Using a scale of political and economic progressivism, Newcomb sought to measure the impact of reference and membership groups on the political

socialization process. He found that the prestige of students was associated strongly with non-conservatism. In each class, those who had the highest prestige scores were least conservative; significantly, they were also those who were most identified by others with leadership and participation in college activities.

Newcomb's work indicated a new trend in studies of college students; subsequently, it was essential not only to measure changes in students, but to study in more detail potential determinants of change that could be isolated, not only in the personalities of students, but in the social dynamics of the college community as well (Webster, 1962).

Freedman, in his discussion of the passage through college, said that educational experiences were relatively independent of formal academic influences and identified the characteristics of each passing year. For freshmen it was acceptance by their fellow students; a few seek academic approval (Freedman, 1956).

The Jacob study found little evidence that courses, curriculums, teaching methods, or faculty had much influence on changing students' values. Jacob's general findings revealed that the student generation of that decade was "gloriously contented" in regard to its day to day activity and its outlook, aspired above all to material gratifications for themselves and their families. Students tended to set great stock by college in general and their own college in particular. They regarded vocational

preparation and skills and experience in social relations as the greatest benefits of college education (Jacob, 1953).

Lewis (1968) found that student and faculty subjects indicated desires for a friendly campus, evidenced by consideration of people for each other. Where personal status is important, students on this campus would place great emphasis upon awareness of self and society. Scholarly attainments would be highly prized.

The real environment depicted by members of the sample groups revealed striking shortcomings. While respondents saw their colleges as friendly places, inhabited by considerate people who prized personal status, all of these factors were perceived to a much lesser degree than on their ideal campus. Further, their perceptions of the real college environment depicted a climate of opinion where little emphasis was placed upon either self-awareness, awareness of others, or scholarship.

Lewis states that a profile may be deduced for the environments of the five sample colleges. These campuses were apparently friendly, decorous places, operating within the framework of rigid rules and regulations. Little significant concern for scholarship or personal involvement with world problems existed. She emphasized that it is not to be supposed that this profile is Negroid and supported her position with research on institutional patterns by Pace (1963).

Lewis (1968) indicates that contradictory evidence has been presented regarding the impact of college on student attitudes and values. At the same time, it was inferred from the data that from the freshman to senior years changes in attitudes and values have occurred, but that the degree and extent to which they were modifiable depended upon the nature of the experience, the personality make up of the individual, the group's approval of new attitudes, and the subject's perception of the outcome.

As the reviewed literature of this study suggests, the main overall affect of colleges and universities upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community. There is more homogeneity and greater consistency of values among students at the end of their four years of college than when they begin. These changes do not develop drastically or suddenly, and they tend to emerge on the periphery of the student's character, affecting his application of values, rather than the core of values themselves. The impact of the college experience is to socialize the individual, to refine, polish, or "shape up" his values so that he can fit comfortably into the ranks of American college alumni.

American colleges and universities have come of age and are now deeply embedded in our culture and society. They express prevailing trends and conflicts in the

American value system. As a mirror of the society which they reflect, fundamental changes in these institutions, therefore, can come about only when there is a shift of emphasis in our general system of values, or where there is a change in our general societal processes. This is not to say that colleges cannot or do not affect their clientele; most certainly they do. At one and the same time educational institutions are effected by the society which they serve, and they function as agents to change societal values. College experiences do change the values of students.

Values are variously described by those social scientists who have written on the subject. They are viewed as those concepts, beliefs, and ideas which are cherished most; those things we believe in, or things we ought to do. Values are moral standards which help guide people's decisions, or standards for decision making. Still others have identified values as basic attitudes organized around a conception of that which is desirable. Regardless of the exact definition which one might choose, all men have a system of values which guide their decisions and behavior.

The Cornell Values Study, reported by Goldsenetal (1960), was not primarily comparative, but it ascribed many influences on students' activities and attitudes to the particular college cultures or to definite subcultures within the college environment. Shifts in students'

judgments during college concerning the importance of various educational goals were generally toward a higher valuation of academic goals and interpersonal skills.

Undoubtedly, the most prominent work in the study of student attitudes and values in recent years was Changing Values in College by Phillip Jacob (1957) who reviewed much of the work in this area up to a decade ago. This book contains an account of a large number of recent researches into the attitudes and values of American college students. The studies upon which Jacob relied most were those by Dressel and Mayhew (1954) and the Cornell Values Survey, carried out at the Social Science Research Center of Cornell University (1958). The Jacob study found little evidence that courses, curriculums, teaching methods, or faculty had much influence on changing student's values. Jacob ascribed the peculiar potency of some colleges to a distinctive institutional atmosphere.

The thesis that the college experience can cause change in people is supported by a theory of personality development like that of Sanford or Erikson. That students change and develop is not a new idea, but a claim made in every college catalogue and verified by recent research. The very existence of the college is based on the presumption that significant change occurs in the student. But, that the college actually does accomplish change has been challenged, most notably by Philip Jacob in the Report of the Hazen Foundation, where he raised

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serious doubts about the effectiveness of the college experience, and especially the impact of the faculty (Jacob, 1957). More recently, however, the research of Dressel, Bushnell, Wallace, Trent and Medsker and Katz has reaffirmed the position that colleges do achieve change, if only modest in many cases.

More specially, the freshman year of college has been identified as a particularly significant stage in the process of personality development for those students who go to college. Mervin Freedman has said:

> Perhaps we should think of a developmental phase of late adolescence, beginning at some point in high school or prep school and terminating around the end of sophomore year in college; followed by a developmental phase of young adulthood that begins around the junior year and carries over to a yet undetermined extent into alumnae years. From this point of view, basic changes in qualities of character, outlook on life, and fundamental personality characteristics are consolidated by the end of the sophomore year, after the developmental phases of early and late time thereafter little change takes place in these characteristics, or at least, change is likely to be a more measured or gradual affair (Freedman, 1962).

Freshmen have been found to be authoritarian and resistant to change. As noted, Jacob concluded that freshmen do not change, but others regard this year as the last opportunity to effect a significant change in the individual's personality. According to Sanford, the freshman's impulse and ego development is between that of an adolescent and an adult. The crisis of adolescence is over, but the controls for inhibiting impulses are uncertain. He therefore sees the entrance to college as a development crisis

(Sanford, 1962), The research of Wallace led him to pinpoint the first seven weeks of college as the period of most change, and Heath agrees with him and sums up the findings of his research:

> In answer to our question at the beginning of this chapter--Yes, students did change. They became more mature, more in some sectors of their personalities than in others. The pattern of the freshmen's subsequent growth in college is largely set during his first months at college (Heath, 1968).

The direction of the desired change in students, or the ideal product of our educational system, is a frightening issue. Research seems to indicate that to a large degree we can determine the type of people our students will become. For a long while it has been a rhetorical question since the college seemed to have a minimum of control in directing the impact of the institution. With greater knowledge of the dynamics of the college experience, however, the issue becomes more relevant. After establishing that colleges do indeed bring about change in students, Trent and Medsker express concern:

> Because of the philosophical and ethical issues involved, there is need for further study of the function of the school in value formation. In 1965 Dressel argued that college should foster the change of certain values for some students. But who is to decide which values and which students (Trent and Medsker, 1968).

The literature reviewed in this chapter shows that college has an effect upon self-concept and is involved in attitude and value changes. This study will attempt to determine the impact of college on Black and White Midwestern and Southern freshmen students after one term.

CHAPTER III

RESEARCH DESIGN OF THE STUDY

This study was designed to compare the self-concepts of Black and White freshman students from the Midwest and South. The primary purpose was to ascertain the impact of college on the self-concept of Black and White freshmen students from the Midwest and South.

Sample

The subjects consisted of 180 Black and White college freshman students from the Midwest and South. The students were randomly selected within a college entrance examination score range of 700-800 (Scholastic Aptitude Test total score) and socio-economic level of the family breadwinner up to $7,500 annually.

Midwestern Groups

Eighty-nine of the subjects were randomly selected from a predominantly white Midwestern university. Subjects for the urban group, twenty-five Blacks and nineteen Whites, live within cities of over 100,000 in population. The areas represented are industrialized, the automobile

industry being particularly significant. The industrialization of the area does not reflect in the socio-economic conditions of the groups.

Subjects for the rural groups, fifteen Blacks and thirty Whites, live in small rural communities of the state of Michigan. Since most of the families of these subjects live on farms, the population is distributed over a fairly large area. Most of the parents either farm or travel to neighboring cities or towns to work in the automobile industry.

Southern Groups

Subjects of these groups were forty-nine from a predominantly Black college and forty-two from a predominantly White university in the state of South Carolina.

The urban group, twenty-four Blacks and nineteen Whites, live in cities of which only one has a population of 100,000. This city is located in the center of the state. Industrially, the city has a modest textile development and a small but growing production of clothing. The remaining urban areas are known primarily for railroads, lumbering, retail trade, food products, textiles, military installations, and the shipping industry.

Subjects for the rural groups, twenty-five Blacks and twenty-three Whites, live in small rural communities throughout the state of South Carolina. Since most of the families of these subjects live on farms, the population

is distributed over a large area. Very few, if any, incorporated towns are within this area. Most of the parents either farm or travel to neighboring cities to work in textile mills, military installations, retail trade, or furniture factories. In general, the residents belong to either the lower or the low-middle social classes.

Table 1 summarizes the composition of the subject pool for the two geographic areas and the four residence areas according to Area-Georgraphy-Race-Sex.

TABLE 1.--Composition Table of Subject Pool According to Area-Georgraphy-Race-Sex.

Subjects	Midwestern			Southern		
	Urban	Rural	Total	Urban	Rural	Total
Black						
Male	14	8	22	13	14	27
Female	11	7	18	11	11	22
White						
Male	10	14	24	9	13	22
Female	9	16	25	10	10	20
Total			89			91

Procedure

The study consisted of two phases. Phase one was the pre-test. All students were administered the Tennessee Self Concept Scale during the first week of the fall term to obtain a measure of their self-concept prior to their total involvement in the college or university environment. Phase two was the post-test. The Tennessee Self Concept

Scale was readministered during the tenth week of the fall term to obtain a measure of the self-concept after being in contact with the college or university environment.

Instrument

Tennessee Self Concept Scale (TSCS)

This scale (Clinical and Research Form) comprises the primary research instrument (Fitts, 1965); it consists of 100 short sentences that a subject rates on a five-point continuum from completely true to completely false as they pertain to himself. The inventory attempts to tap several facets of an individual's self-concept; thus, various sub-scores are obtained.

A. The Positive Scores

1. Total Positive Score (P).--Reflects the overall level of self-esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed and unhappy; and have little confidence in themselves.

Items are sub-classified as falling into one of the three following areas, and a score is obtained for each:

2. Identity.--"What I am" items. For example, "I am an attractive person."

3. Self-Satisfaction.--"How I feel about myself" items. For example, "I am as smart as I want to be."

4. Behavior.--"What I do" items. For example, "I quarrel with my family."

Each item contributes also to a second sub-score which reflects content more specifically:

5. Physical Self.--The individual's view of his body, his state of health, his physical appearance, skills and sexuality. For example, "I am neither too fat nor too thin."

6. Moral-Ethical Self.--Describes the self from a moral-ethical frame of reference--moral worth, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it. For example, "I am an honest person."

7. Personal Self.--Reflects one's feelings of adequacy as a person, and his evaluation of his personality apart from his body or his relationships to others. For example, "I can always take care of myself in any situation."

8. Family Self.--Reflects one's feelings of adequacy, worth, and value as a family member. For example, "I am not loved by my family."

9. Social Self.--Like the family self, this score reflects the "self" as perceived in relation to others," but refers to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people. For example, "I am popular with girls."

B. The Self-Criticism Score (SC)

This measure of defensiveness consists of ten items from the Minnesota Multiphasic Personality Inventory L-Scale.

C. The Variability Score (V)

Provides a measure of the amount of variability, or inconsistency, from one area of self-perception to another.

D. The Conflict Score

In contrast to the variability score, this score reflects inconsistencies or conflicting responses within the same area of self-perception. Low scores have the opposite interpretation; however, extremely low scores suggest that the person is presenting such an extremely tight and rigid self description that it becomes as an artificial, defensive stereotype rather than his true self-image.

E. The Distribution Score (D)

A summary score that reflects the way one distributes his answers across the five available choices in responding to the items of the scale. It is also interpreted as a measure of a separate aspect of self-perception, certainly about the way one sees himself. High scores indicate that the person is definite in what he says about himself, while low scores suggest the opposite. Low scores may also suggest defensiveness.

F. The Empirical Scores

These scores are purely empirical and cut across the basic classification scheme of the scale. They have been derived by item analysis comparisons of the norm group and special groups, as indicated by the scale title:

1. Defensive Positive Scale (DP).--This is a more subtle measure of defensiveness than the self-criticism score. The Defensive-Positive Score stems from a basic hypothesis of self theory: that individuals with established psychiatric difficulties do have negative self-concepts at some level of awareness, regardless of how positively they describe themselves on an instrument of this type. The DP score has significance at both extremes. A high score indicates a positive self-description stemming from defensive distortion. A significantly low DP score means that the person is lacking in the usual defenses for maintaining even minimal self-esteem.

2. General Maladjustment Scale (GM).--Items differentiating psychiatric patients from non-patients.

3. Psychosis Scale (Psy).--Items differentiating psychotic patients from other groups.

4. Personality Disorder Scale (PD).--Reflects basic personality weaknesses in contrast to psychotic states or the various neurotic reactions.

While possessing some merit for the present purposes over other self-concept inventories, the TSCS does have limitations. For example, independent validation data are limited. Possible sex, race, and socio-economic differences are ignored.

Method of Data Analysis

The analysis of variance used in this study was the four-factor analysis, which is designed to test the effect of many variables acting simultaneously. The selection of this method is due to the interaction of the variables in this study and the multivariate analysis identifies the interaction which allows the researcher to describe these relationships and interrelationships of data being studied.

Mean change scores on the Tennessee Self Concept Scale and the variables Area-Geography-Race-Sex were analyzed by means of Multivariate (four-factor) analysis of variance program. Analysis of Area-Geography-Race-Sex

was conducted for main effects and results were obtained also on the various four-, three- and two-way interactions.

CHAPTER IV

RESULTS

This chapter will present the results for the various multivariate analysis of Area-Geography-Race-Sex groups for main and interaction effects. Emphasis will be on the primary measure Total Positive Score and the sub-scores on the Row and Column Scores, Empirical Scales, and the Supplementary Scales of the Tennessee Self Concept Scale.

Total Positive Score

Main Effect: Area-Geography-Race-Sex

Total Positive change score means and standard deviations expressed by McCall's T scores computed for each Area-Geography-Race-Sex group are presented in Table 2. Individual variability about the mean was marked as is reflected in the total standard deviation. (A complete listing of change score ranges on all scales is found in Appendix A.) Figure 1 presents these results graphically.

In general, the trend is toward lower mean change scores at the rural end of the continuum. Black urban

TABLE 2.--Total Positive Change Scores for Each Group. [Means and Standard Deviations Expressed by McCall's T Scores, Mean 50, S.D. 10].

Subjects	Mean	Standard Deviation	N
Midwestern			
Urban			
Black Male	-15.80	24.82	14
Black Female	6.64	24.86	11
White Male	23.84	40.44	10
White Female	1.33	11.80	9
Rural			
Black Male	- 3.00	45.95	8
Black Female	- 3.57	50.53	7
White Male	- 6.71	31.73	14
White Female	-13.69	35.31	16
Southern			
Urban			
Black Male	-16.93	41.98	13
Black Female	- 8.55	51.25	11
White Male	- 3.67	41.72	9
White Female	2.00	32.95	10
Rural			
Black Male	8.07	30.56	14
Black Female	7.73	31.79	11
White Male	- 1.92	35.24	13
White Female	- 3.30	16.63	10

Interaction Tests of Significance

	F	P		F	P
Race	0.55	0.92	Area-Race-Geo.	0.98	0.48
Area	0.83	0.66	Area-Race-Sex	0.70	0.80
Geography	1.9	0.03*	Geo.-Sex	1.34	0.17
Sex	1.0	0.51	Geo.-Area	0.98	0.48
Race-Area	1.7	0.04*	Race-Geo.-Sex	1.09	0.36
Race-Geo.	1.2	0.31	Area-Geo.-Sex	0.86	0.61
Race-Sex	0.63	0.86	Area-Geo.-Sex-Race	0.89	0.57

*Significant at the 0.05 level of probability.

A-Midwestern Urban Black Males
B-Midwestern Rural Black Males
C-Midwestern Urban Black Females
D-Midwestern Rural Black Females

E-Midwestern Urban White Males
F-Midwestern Rural White Males
G-Midwestern Urban White Females
H-Midwestern Rural White Females

I-Southern Urban Black Males
J-Southern Rural Black Males
K-Southern Urban Black Females
L-Southern Rural Black Females

M-Southern Urban White Males
N-Southern Rural White Males
O-Southern Urban White Females
P-Southern Rural White Females

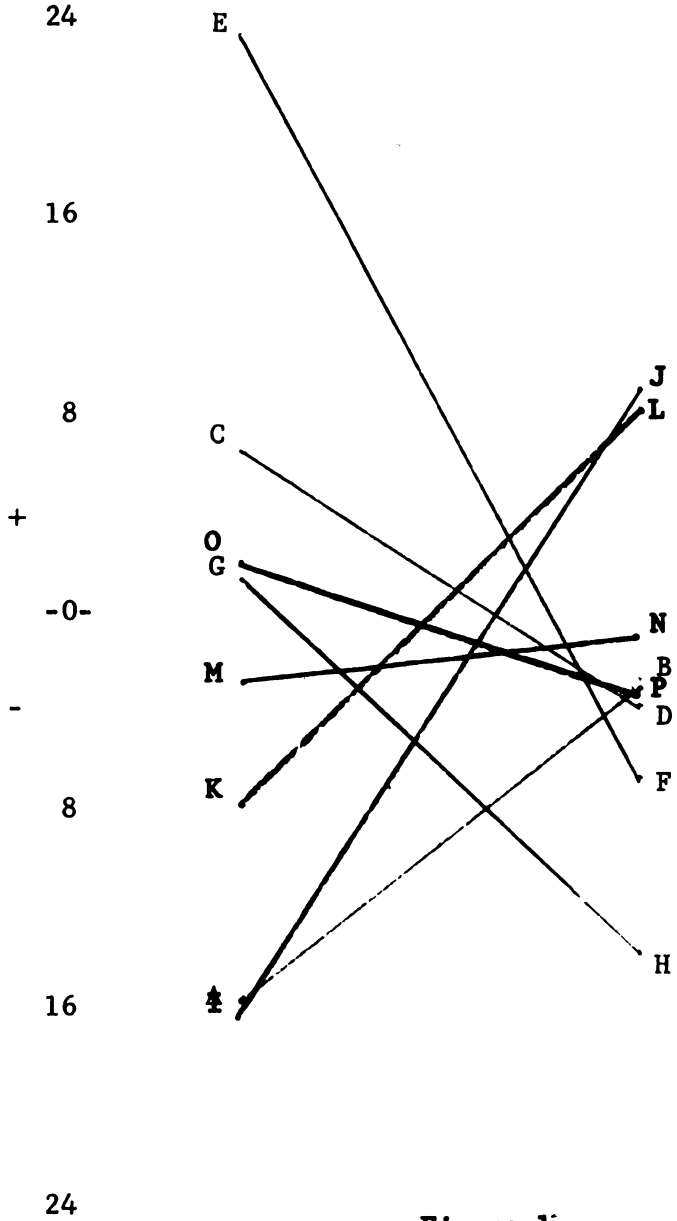


Figure 1

Figure 1
Total Positive Change Scores For Each Group

Figure 1.

A-Midwestern Urban Black Males
B-Midwestern Rural Black Males
C-Midwestern Urban Black Females
D-Midwestern Rural Black Females
E-Midwestern Urban White Males
F-Midwestern Rural White Males
G-Midwestern Urban White Females
H-Midwestern Rural White Females
I-Southern Urban Black Males
J-Southern Rural Black Males
K-Southern Urban Black Females
L-Southern Rural Black Females
M-Southern Urban White Males
N-Southern Rural White Males
O-Southern Urban White Females
P-Southern Rural White Females

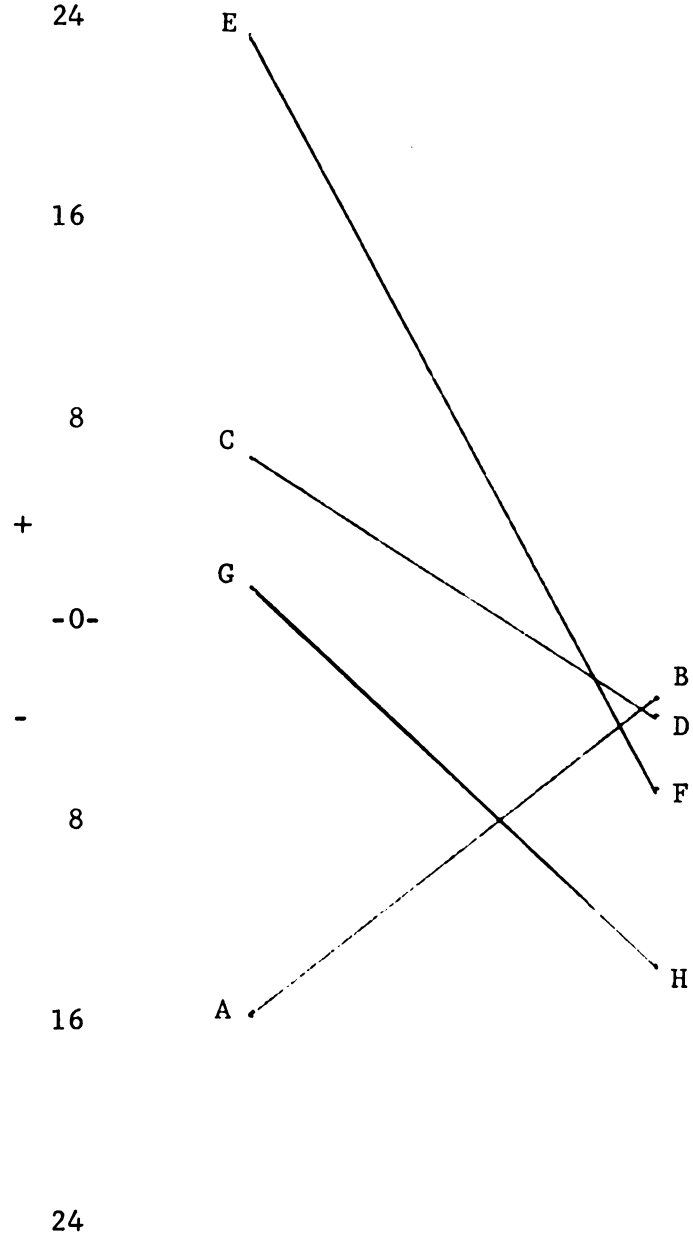


Figure 1
Total Positive Change Scores For Each Group

females showed the smallest amount of positive change. Urban Black males shosed the highest negative mean change score and White urban males showed the highest positive change though none of these were significant. This trend is illustrated more clearly in Figure 1, where the groups have been combined. Each of the variables Area-Geography-Race-Sex, as main effects is discussed below.

Area (Urban-Rural)

Main Effects

The Multivariate analysis on the mean change score for area revealed no significant mean score changes on the Total Positive Score, Row, and Column scores or the Supplementary scales of the TSCS. The F-ratio for multivariate test was 0.83 and probability was 0.66. This was not significant at the 0.05 level.

The change revealed was positive with the urban group showing the greatest change although small. The results of this analysis are presented in Table 3.

TABLE 3.--Mean Change Scores for Total Positive Scores for Area (Urban-Rural). [Expressed by McCall's T, Mean of 50, S.D. 10].

	Mean	N	F	P
Urban	2.58	87	0.83	0.05
Rural	2.39	93		

Geography (Midwest-South)

Main Effects

The multivariate analysis of Geography revealed significant change at the $P < 0.03$ level. The F-ratio for the test was 1.7. Significant mean score change in Total Positive Scores was $P < 0.03$. The variable Confliction the Supplementary Scale at the $P < 0.02$ level and Personality Disorders on the Empirical Scale at the $P < 0.03$ level were significant.

The probability level of significance for this analysis is 0.05 and the above variables fell within the range as indicated.

Inspection of the data revealed that mean score changes were negative for both regions with a small degree of difference in the size of the Total Positive Score. The size of the standard deviation scores further indicates a very small deviation from the mean. The results of this analysis are presented in Table 4.

TABLE 4.--Mean Score Changes in Total Positive Scores for the Midwest and South. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Mean	Standard Deviation	N
Midwestern	-2.92	34.46	89
Southern	-2.05	36.02	91

The multivariate test of Geography (Midwestern-Southern) revealed also a significant change in the mean score of the variable Conflict on the Supplementary Scale at the $P < 0.05$ level. The Southern region revealed the greatest change which was on the negative end of the continuum. The Midwestern change was positive and smaller than the change of the Southern region.

The standard deviation scores of both groups indicate their positions around the mean change scores as expressed by McCall's T scores with a mean of 50 and standard deviation of 10. The results of this test are presented in Table 5.

TABLE 5.--Mean Change Scores in the Variable Conflict as Revealed in Analysis of Geography. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Mean	Standard Deviation	N
Midwestern	2.97	38.17	89
Southern	-8.04	38.50	91

The multivariate test of Geography further revealed a significant mean score change in the variable Personality Disorder. This change was at 0.04 level of probability with a F-ratio of 1.8. The greatest change was indicated by the Midwestern region on the positive end of the continuum. The Southern region also indicated positive change in the variable Personality Disorders although considerably

smaller than the Midwestern region. The standard deviation scores of this test indicates the distance the scores deviate from the mean. As indicated for all tests for this study, mean change scores are expressed by McCall's T scores with a median of 50 and a standard deviation of 10. The results for this test are presented in Table 6.

TABLE 6.--Mean Change Scores in the Variable Personality Disorders. [Expressed by McCall's T, Mean 50, S.D. 10].

	Mean	Standard Deviation	N
Midwestern	6.55	37.83	89
Southern	1.40	36.60	91

Race (Black-White)

Main Effects

The multivariate analysis of the variable Race revealed no significant changes in the Total Positive Score, Row, and Column scores or Supplementary scores of the TSCS, at $P < 0.05$ level. The F-ratio level for this test was 0.5 and the P level was 0.9.

This analysis revealed that both racial changes were small and at the negative end of the continuum. The reporting of the Black students' changes at the negative end of the continuum supports the literature reviewed in this study. The literature reviewed on the Negro personality suggested that there are negative self-evaluative

aspects of Negro group membership. Of course, one must keep in mind that there are other environmental factors which should be considered before drawing any final conclusions. The results of this test are presented in Table 7.

TABLE 7.--Mean Change Scores for Total Positive Scores for Race (Black and White). [Expressed by McCall's T, Mean 50, S.D. 10].

	Mean	N	F	P
Whites	-1.47	91	0.58	0.92
Blacks	-3.52	89		

Sex

Main Effects

The multivariate analysis of the variable Sex revealed no significant mean change in Total Positive Score, Row, and Column scores or the Supplementary Scale. Significant change was revealed, however, on the Empirical Scale in the variable General Maladjustment. The significant probability level for the variable General Maladjustment was 0.04.

The mean change scores are small with the members of the male sex registering the highest change. The standard deviation scores indicated that the mean changes remain near the over mean. The results of this analysis are presented in Table 8.

TABLE 8.--Mean Change Score on General Maladjustment for the Variable Sex. [Expressed by McCall's T, Mean 50, S.D. 10].

	Mean	Standard Deviation	N
Males	2.76	41.29	95
Females	1.77	33.24	85

Area-Race

Interaction

Analysis of the Area-Race interaction revealed a probability level of 0.04 which was significant and a F-ratio of 1.7. Significant mean change scores are reported on the variable Physical Self of the column scores at the $P < 0.04$ level and on the variable Psychosis, on the Empirical Scale at the $P < 0.02$ level.

Inspection of the data revealed that the mean score changes in Physical Self was highest among the Black groups. The Black urban students registered the highest change in mean score at the positive end of the continuum and the Black rural groups registered the next highest change although it was negative. Among the White students, the rural White groups registered the highest positive mean change score on the variable Physical Self. The urban White groups registered the smallest degree of change of all groups, and it was at the negative end of the continuum.

Further inspection of the data of the Area-Race interaction revealed that the variable Psychosis on the Empirical Scale registered significant change. The White urban group indicated the highest positive change. The rural White groups registered the next highest change, which was negative. The urban and rural Black groups revealed the smallest change of all groups which was negative and almost identical. The results of this interaction are presented in Tables 9 and 10 and plotted graphically in Figures 2 and 3.

TABLE 9.--Mean Change Score in the Variable Physical Self. [Expressed by McCall's T, Mean 50, S.D. 10].

	Urban Mean	Rural Mean
Black	13.49	-7.48
White	-2.68	5.37

TABLE 10.--Mean Change Score in the Variable Psychosis. [Expressed by McCall's T, Mean 50, S.D. 10].

	Urban Mean	Rural Mean
Black	-1.57	-1.53
White	5.87	-5.43

A-Urban Blacks

B-Rural Blacks

C-Urban Whites

D-Rural Whites

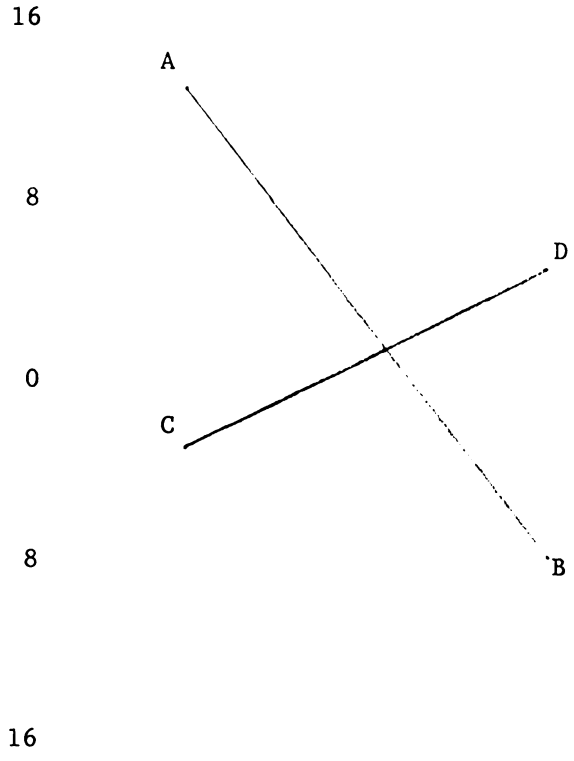


Figure 2
Mean Change Scores For The Variable Physical Self from the analysis of Area-Race for Interaction Effects

A-Urban Blacks

B-Rural Blacks

C-Urban Whites

D-Rural Whites

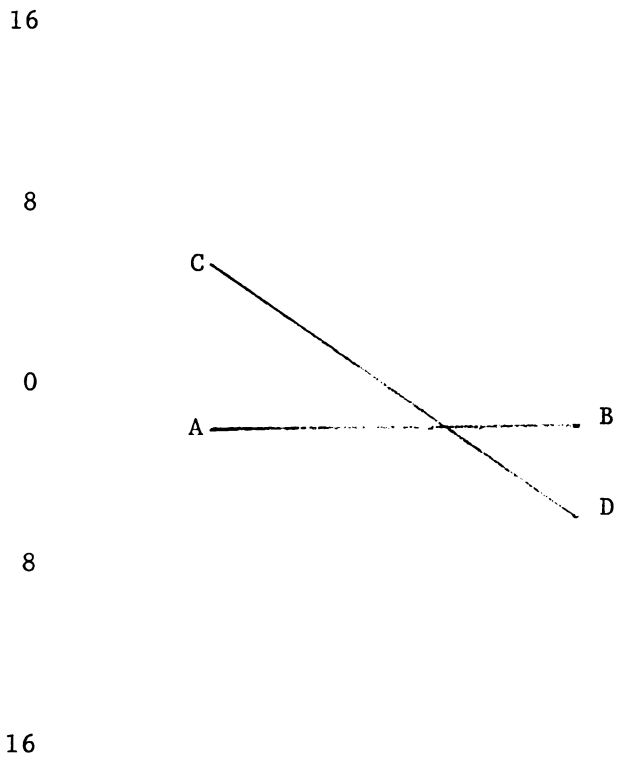


Figure 3
Mean Change Scores For The Variable Psychosis from the analysis of Area-Race for Interaction Effects

Area-Geography

Interaction Effects

Multivariate analysis of this interaction revealed an F-ratio of 0.98 and $P < 0.48$. The variable Behavior of the Row scores revealed the only significant mean change score, $P < 0.02$. Inspection of the data pertaining to the variable Behavior revealed that all groups registered positive change with the Midwestern groups registering the highest mean change score. The Southern groups change in mean change score of the variable Behavior was small, with the rural group registering the highest change of the two groups. The results of this interaction are presented in Table 11 and plotted graphically in Figures 4A and 4B. Notice the interaction effects of this interaction which are indicated by the angles formed on the graphs.

TABLE 11.--Mean Change Scores for the Variable Behavior. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Urban	Rural
Midwestern	8.77	5.20
Southern	1.47	2.81

A-Midwestern Urban

B-Midwestern Rural

C-Southern Urban

D-Southern Rural

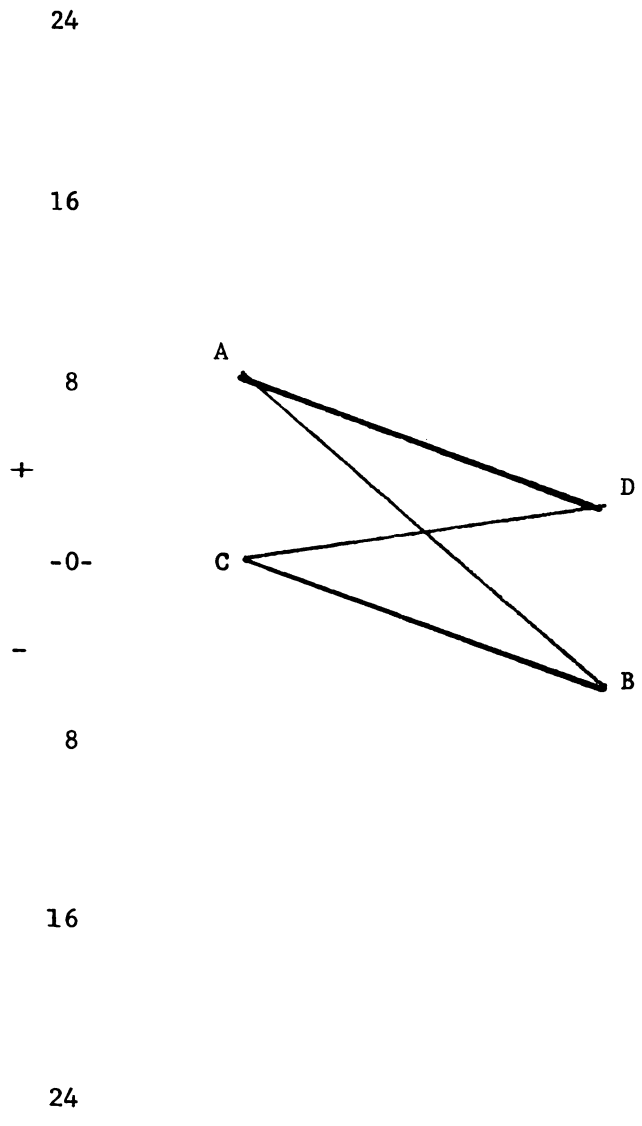


Figure 4 A B

Figure 4

Mean Change Scores For The Variable Behavior from the Analysis of Area-Geography for Interaction Effects

A-Midwestern Urban

B-Midwestern Rural

C-Southern Urban

D-Southern Rural

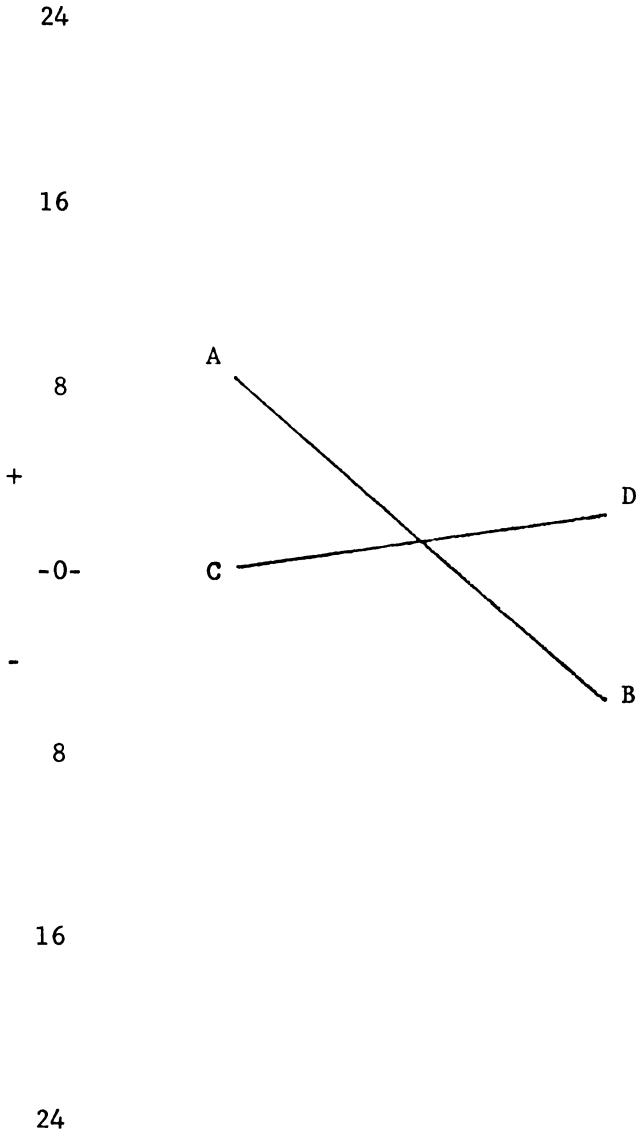


Figure 4[B]

Mean Change Scores For The Variable Behavior from the Analysis of Area-Geography for Interaction Effects

Area-Sex

Interaction Effects

Multivariate analysis of the Area-Sex interaction revealed an F-ratio of 0.69 and a $P < 0.80$ which was not significant at the $P < 0.05$.

The Variability score on the Supplementary Scale registered a probability score less than 0.01 which was significant on the scale $P < 0.05$. Further inspection revealed that rural males registered the only positive change in mean change scores, which was 5.39, highest of all changes. The rural females were next highest in mean change scores but at the negative end of the continuum. Both urban groups (males-females) registered negative change which was almost identical in the degree of change. The results of this analysis are presented in Table 12 and plotted graphically in Figures 5A and 5B. The interaction effects revealed by the angles formed by the plotting of the scores should be noted.

TABLE 12.--Mean Change Scores for the Variable Variability. [Expressed by McCall's T, Mean 50, S.D. 10].

	Urban	Rural
Males	-1.72	5.39
Females	-1.20	-2.18

A-Urban Males

B-Rural Males

C-Urban Females

D-Rural Females

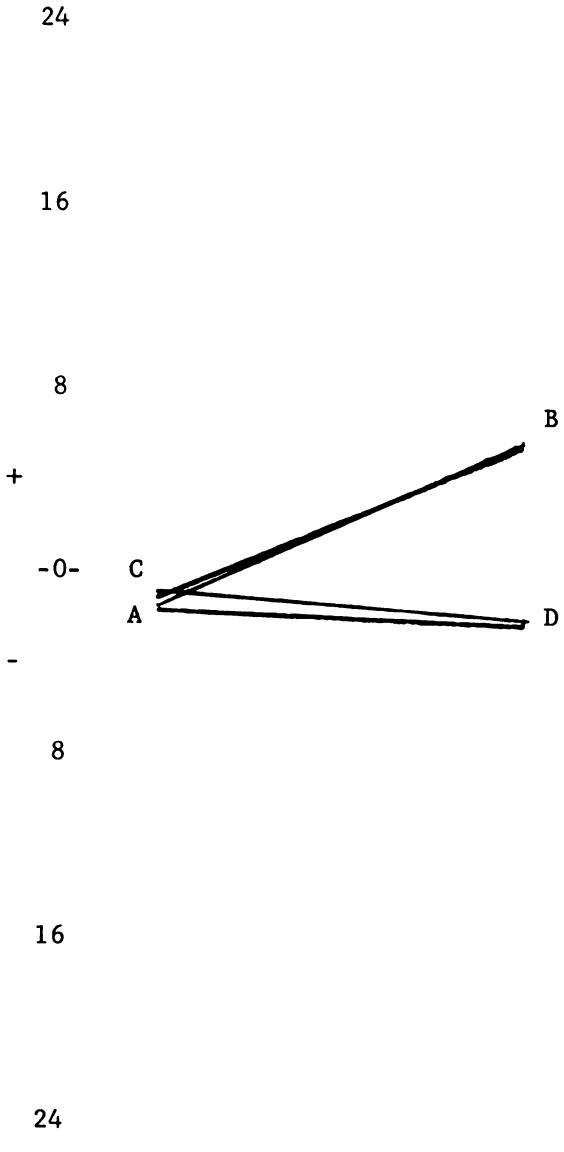


Figure 5

Mean Change Scores For The Variable Variability from the analysis of Area-Sex for Interaction Effects

A-Urban Males

B-Rural Males

C-Urban Females

D-Rural Females

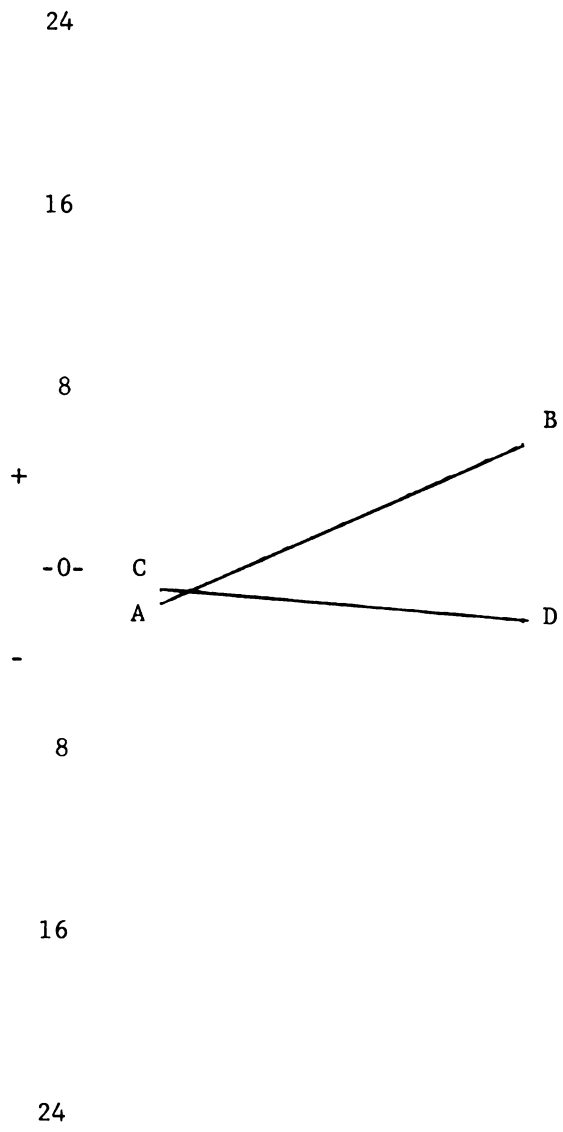


Figure 5[B]
Mean Change Scores For The Variable Variability from the analysis of Area-Sex for Interaction Effects

Geography-Race

Interaction Effects

The multivariate test for the Geography-Race interaction revealed an F-ratio of 1.15 and $P < 0.03$. The $P < 0.03$ is significant at the $P < 0.05$ level. This level of significance was not registered for the Total Positive Score for the Geography-Race interaction. The variable Physical Self of the Column scores registered significant mean change at the $P < 0.00$ level. The variable Personality Disorders of the Supplementary Scale also registered significant mean score change which was at the $P < 0.03$ level.

The Midwestern Black groups and the Southern White groups registered the highest and only positive change with the Midwestern Blacks having the highest change. The Southern Black groups and the Midwestern White groups registered negative change with the Midwestern White groups change being microscopic in degree.

Further analysis of the multivariate test of the Geography-Race interaction revealed significant mean score changes in the variable Personality Disorder of the Supplementary scales at the $P < 0.03$ level.

Midwestern Whites registered the highest change followed by the Southern whites and the Midwestern Blacks all at the positive end of the continuum. The Southern White group registered the third highest mean score change

although negative. The results of the Geography-Race interaction are presented in Tables 13 and 14 and plotted graphically in Figures 6A, 6B, 7A and 7B. The angles formed show the various interactive effects.

TABLE 13.--Mean Change Scores for the Variable Physical Self. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Black	White
Midwestern	13.72	-0.08
Southern	-3.81	4.45

TABLE 14.--Mean Change Scores for the Variable Personality Disorders. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Black	White
Midwestern	2.07	10.20
Southern	5.93	-3.88

Geography-Sex

Interaction Effects

Analysis of the Geography-Sex interaction revealed an F-ratio of 1.34 and $P < 0.17$. $P < 0.17$ was not significant at the $P < 0.05$ level. This analysis revealed no significant mean change scores for Total Positive Score, Row, and Column scores or the Supplementary score.

A-Midwestern Blacks

B-Midwestern Whites

C-Southern Blacks

D-Southern Whites

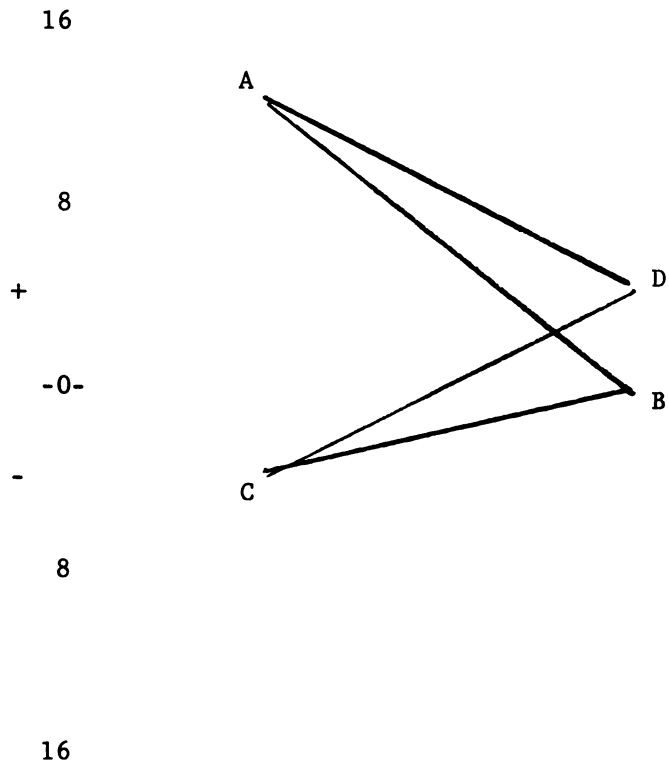


Figure 6[A]

Figure 6[B]

Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race for Interaction Effects

A-Midwestern Blacks

B-Midwestern Whites

C-Southern Blacks

D-Southern Whites

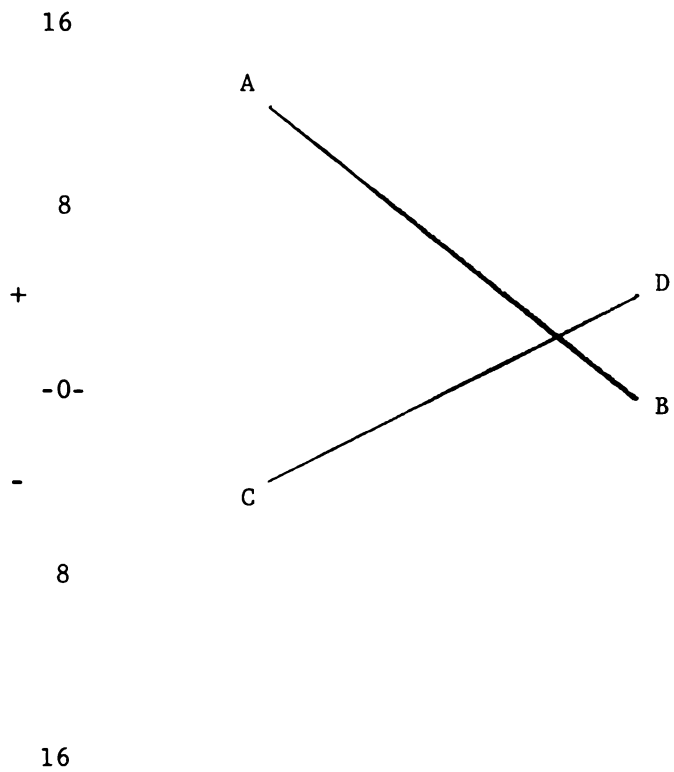


Figure 6[B]
Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race for Interaction Effects

A-Midwestern Blacks
B-Midwestern Whites
C-Southern Blacks
D-Southern Whites

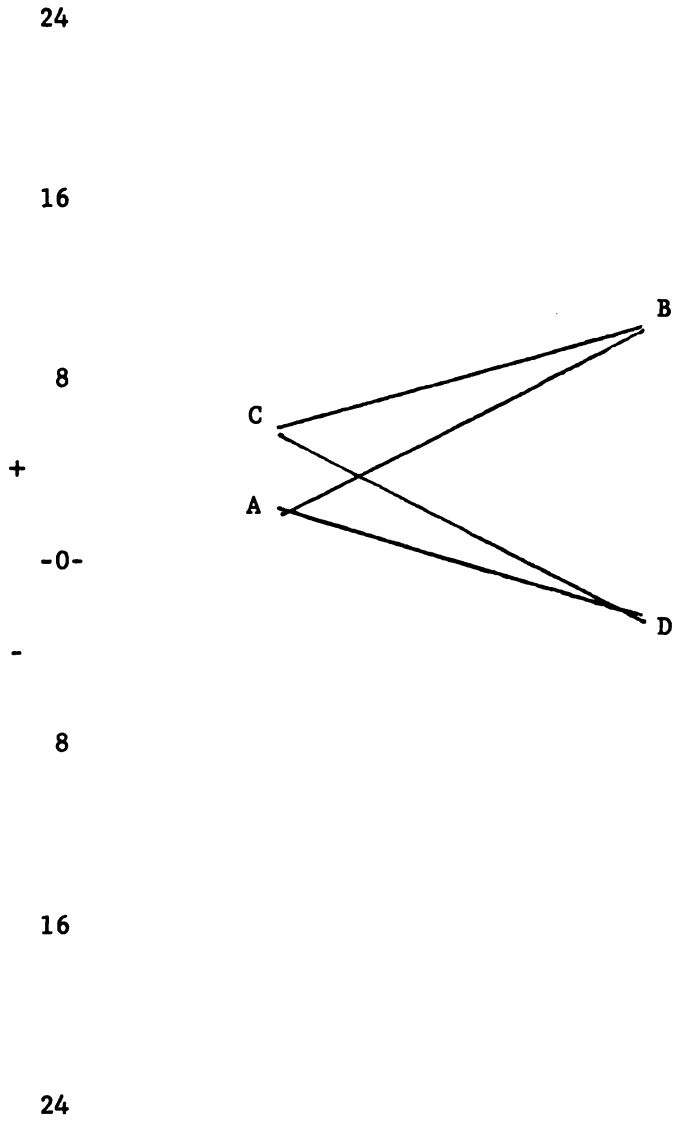


Figure 7[A]
Figure 7[B]
Mean Change Scores For The Variable Personality Disorder From the analysis of Geography-Race for Interaction Effects

Figure 1

A-Midwestern Blacks
B-Midwestern Whites
C-Southern Blacks
D-Southern Whites

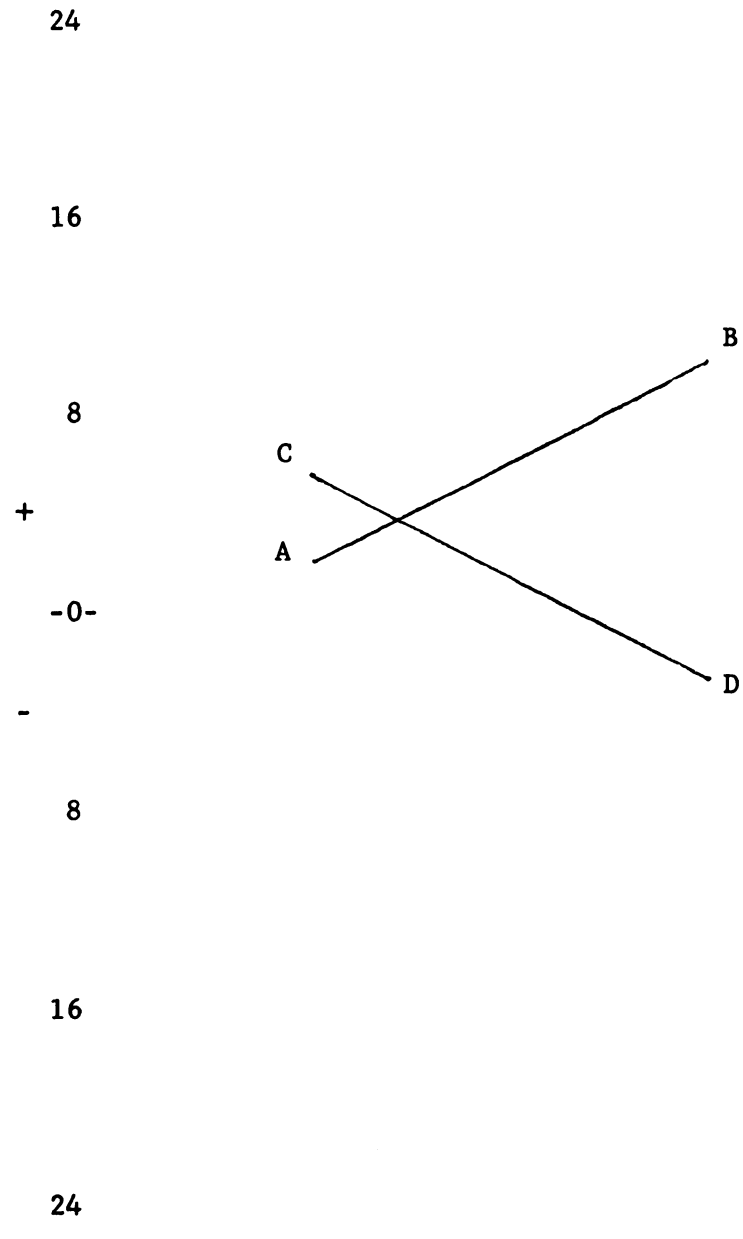


Figure 7[B]
Mean Change Scores For The Variable Personality Disorder From the analysis of Geography-Race for Interaction Effects

The variable Personality Disorders of the Empirical Scale scores revealed a significant mean change score at the $P < 0.01$ level. Further inspection of this test revealed that Midwestern females, followed by Southern females and Midwestern males in that order registered the only positive change in mean change scores. The Southern males registered the only negative change and the smallest degree of change of all groups. The results of this analysis are presented in Table 15 and plotted graphically in Figures 8A, 8B, and 8C. Note the interaction effects represented by the angles formed.

TABLE 15.--Mean Change Scores for the Empirical Scale Variable Personality Disorders. [Expressed by McCall's T, Mean 50, S.D. 10].

	Males	Females
Midwestern	4.73	8.28
Southern	-1.97	5.35

Race-Sex

Interaction Effects

The multivariate test for Race-Sex interaction effects revealed an F-ratio of 0.63 and a probability less than 0.86. The $P < 0.86$ was not significant at the $P < 0.05$ level.

Further inspection of the Race-Sex revealed that there was no significant mean change scores in the Total

A-Southern Females

B-Southern Males

C-Midwestern Males

D-Midwestern Females

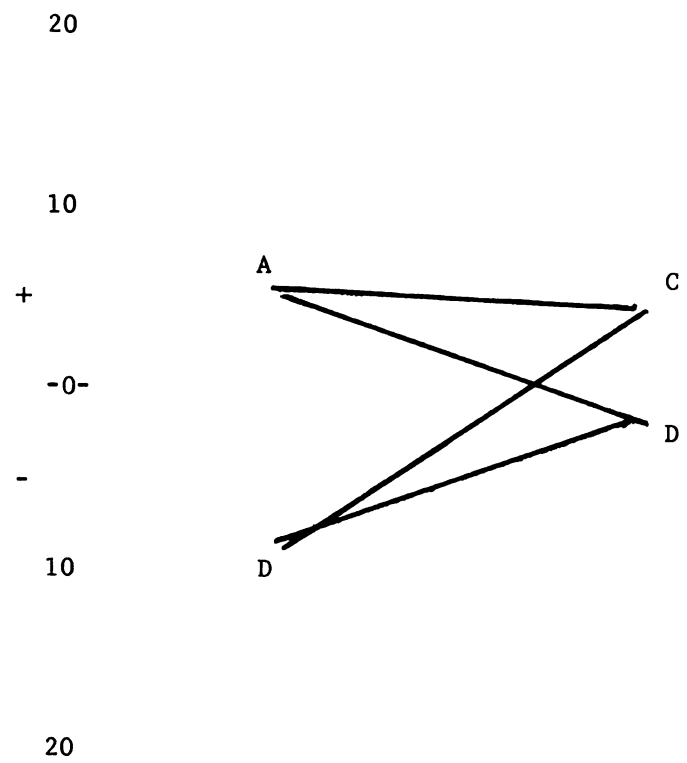


Figure 8[A]

Figure 8[B]
Mean Change Scores For The Variable Personality Disorder from the analysis of Geography-Sex for Interaction Effects

Figure 8A

A-Southern Females

B-Southern Males

C-Midwestern Males

D-Midwestern Females

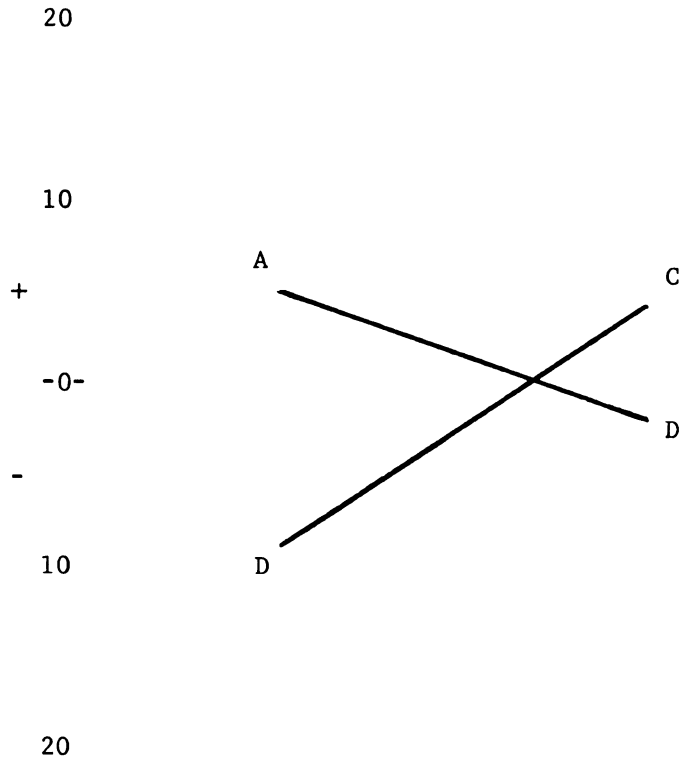


Figure 8^{B}

Mean Change Scores For The Variable Personality Disorder from the analysis of Geography-Sex for Interaction Effects

A-Midwestern Males

B-Midwestern Females

C-Southern Males

D-Southern Females

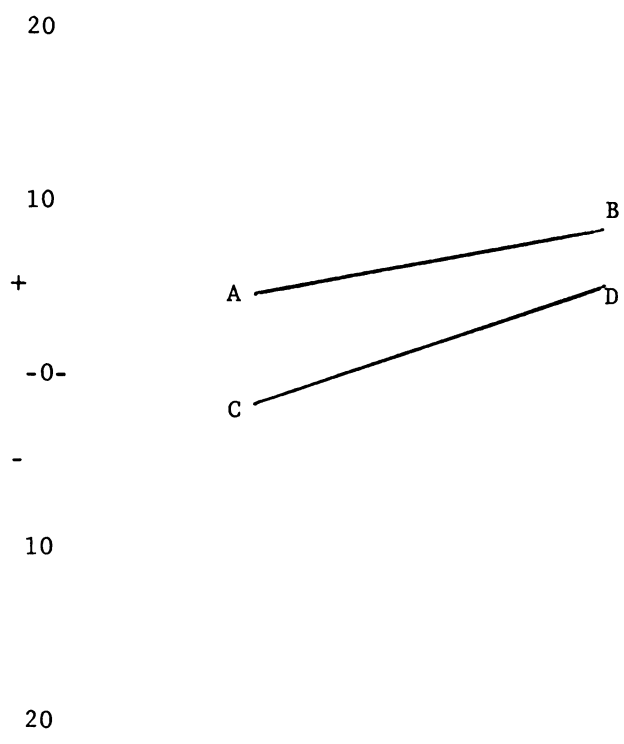


Figure 8[C]

Mean Change Scores For The Variable Personality Disorder from the analysis of Geography-Sex for Interaction Effects

Positive Score or the Sub-scores (Row and Column scores, Empirical Scales, Supplementary Scales).

Area-Geography-Race

Interaction Effects

Analysis of Area-Geography-Race interaction effects revealed an F-ratio of 1.36 and $P < 0.16$. For the interaction test of Area-Geography-Race, $P < 0.16$ was not significant.

Inspection of the data revealed that the variable Total Positive Score was significant at $P < 0.04$ level and the variable Physical Self of the Column scores was significant at $P < 0.01$ level.

The multivariate test revealed that Midwestern urban Whites and rural Blacks register the only positive change in mean change scores. Both changes were relatively small, with the Midwestern urban Whites registering the highest positive mean change on the variable Total Positive Score.

Southern urban Blacks and Whites, rural Whites, and Midwestern urban Blacks and rural Blacks and Whites registered negative change. The highest negative change was by the Southern urban Black group with the Southern urban Whites registering the smallest negative change.

An interesting note concerning this analysis of Area-Geography-Race interaction is that the mean change scores of the Midwestern urban White groups and the Southern urban Blacks have almost identical change, but at

opposite ends of the continuum. The Midwestern rural Blacks and Southern rural Whites also registered similar change both at the negative end of the continuum.

Further inspection of the data of the multivariate test of Area-Geography-Race revealed that Midwestern urban Blacks and rural Whites, Southern rural Whites and urban Blacks registered positive mean change in the variable Physical Self, the Midwestern Blacks registered highest mean change scores of all groups on the positive end of the continuum. Also on the variable Physical Self, the Midwestern rural Blacks, urban Whites, and Southern rural Blacks registered negative mean change scores with the Midwestern rural Blacks registering significantly higher negative change than the other groups. The Midwestern urban and rural Blacks registered the highest change in Physical Self mean change scores but at opposite ends of the continuum.

The degree of change differences in the mean change scores of the Southern urban Blacks and Southern rural Whites are almost identical at the positive end of the continuum. The results of the Area-Geography-Race interaction are presented in Tables 16 and 17 and plotted graphically in Figures 9, A through L.

TABLE 16.--Mean Change Scores for Total Positive Scores. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Black	White
Midwestern		
Urban Mean	-5.92	13.16
Rural Mean	-3.26	-10.43
Southern		
Urban Mean	-13.08	- 0.68
Rural Mean	7.92	- 2.52

TABLE 17.--Mean Change Scores for the Column Score, Physical Self. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Black	White
Midwestern		
Urban Mean	31.40	-8.84
Rural Mean	-15.73	5.47
Southern		
Urban Mean	5.17	3.47
Rural Mean	-2.52	5.26

A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

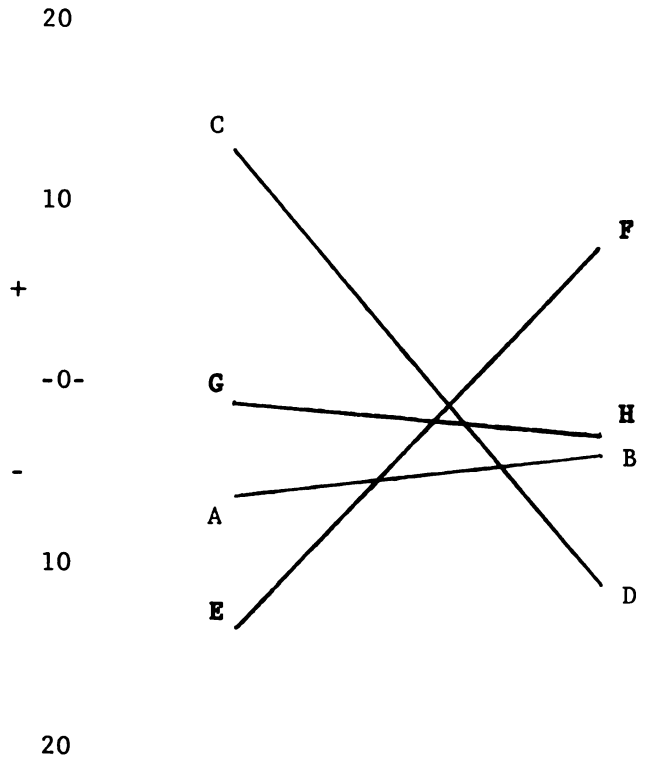


Figure 9A
Figure 9B

Mean Change Scores For The Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

Figure 9A

A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

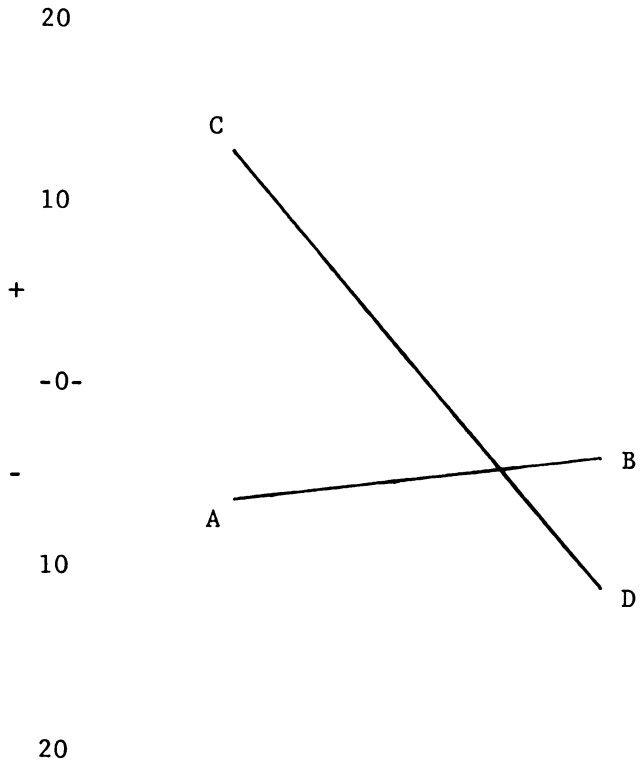


Figure 9[B]
Mean Change Scores For The Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

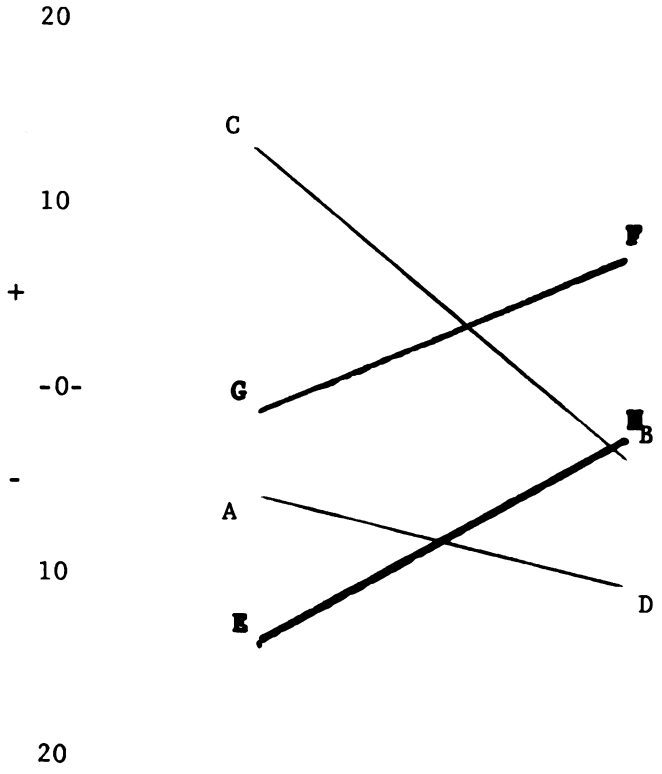


Figure 9

Mean Change Scores For The Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

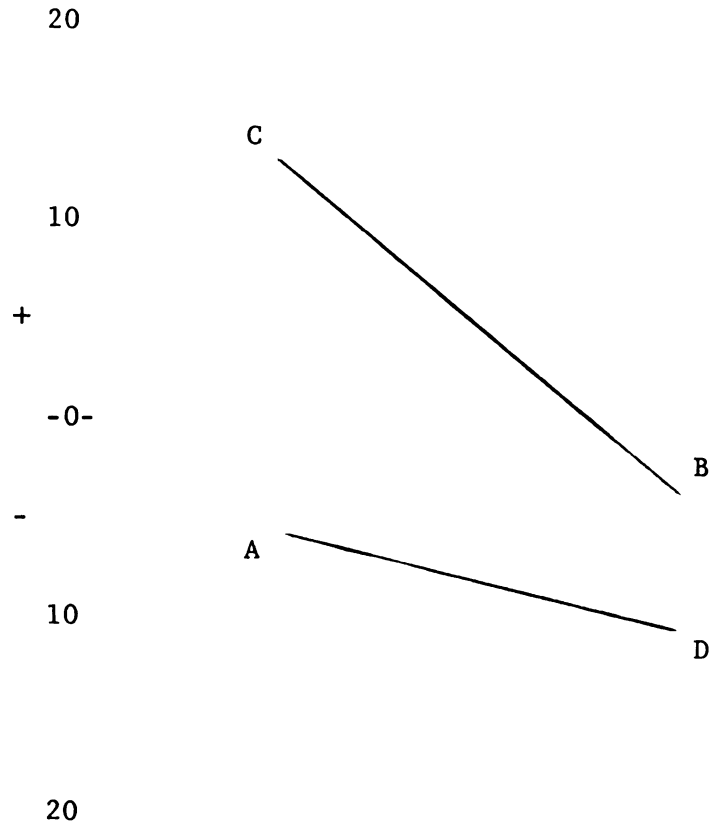


Figure 9[D]
Mean Change Scores For The Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

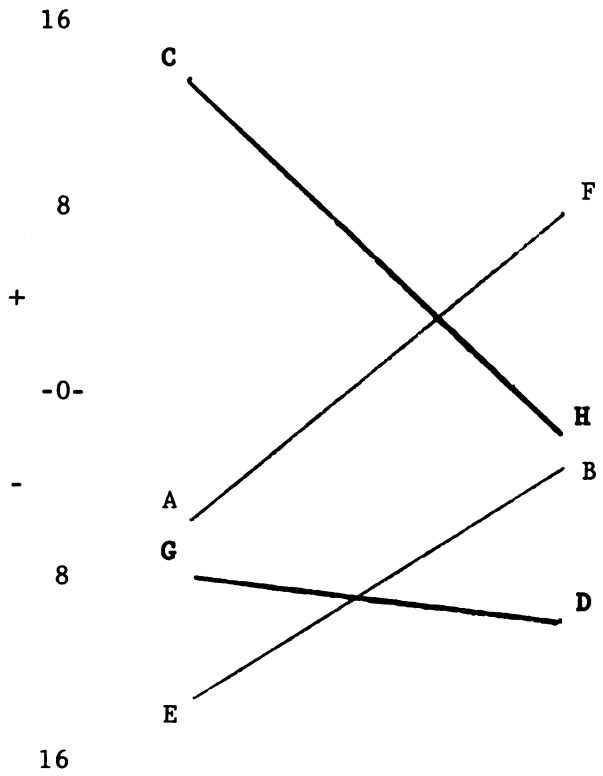
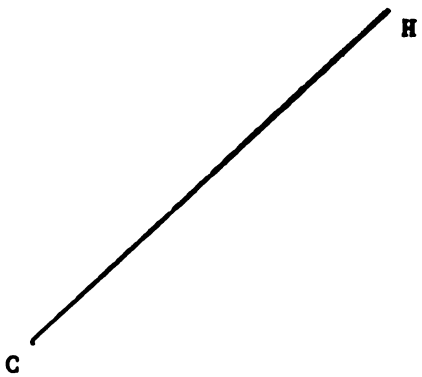


Figure 9$^{E}_{F}$
Figure 9
Mean Change Scores For the Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

E σ_E



A-Midwestern Urban Blacks
B-Midwestern Rural Blacks
C-Midwestern Urban Whites
D-Midwestern Rural Whites
E-Southern Urban Blacks
F-Southern Rural Blacks
G-Southern Urban Whites
H-Southern Rural Whites

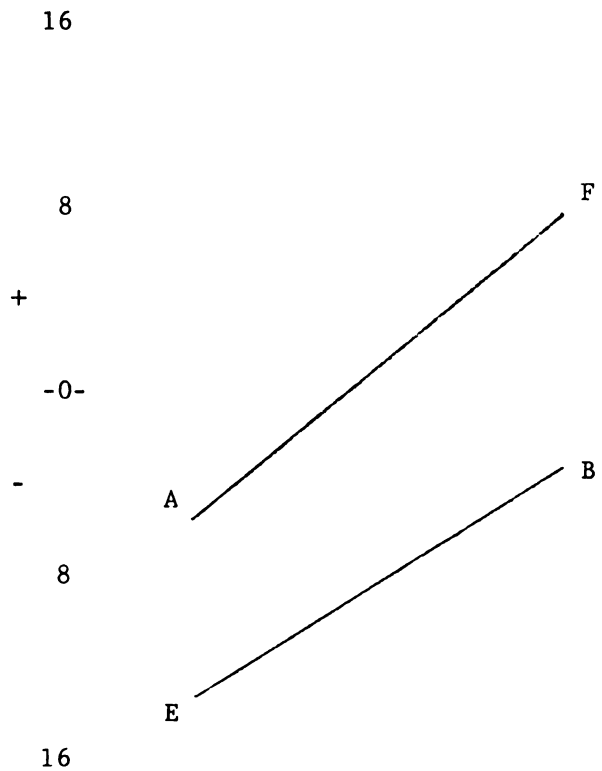


Figure 9[F]
Mean Change Scores For the Variable Total Positive Score from the analysis of Area-Geography-Race for Interaction Effects

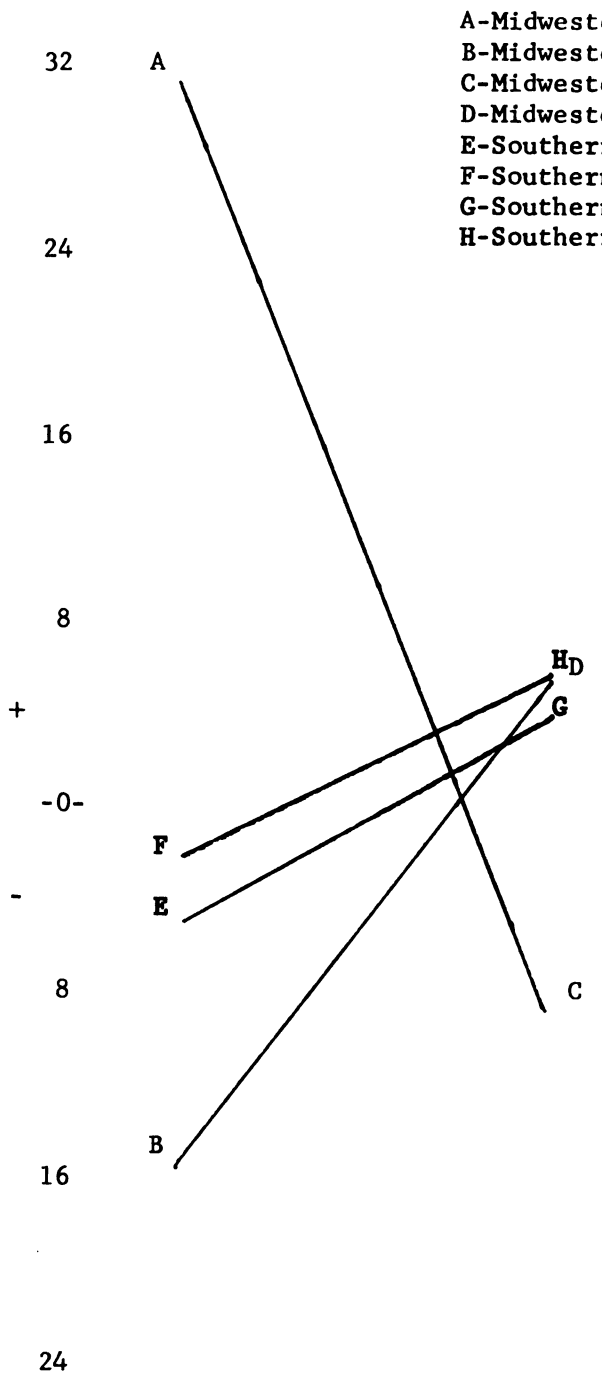


Figure 9^G

Figure 9^H

Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Effects

Figure 9Q

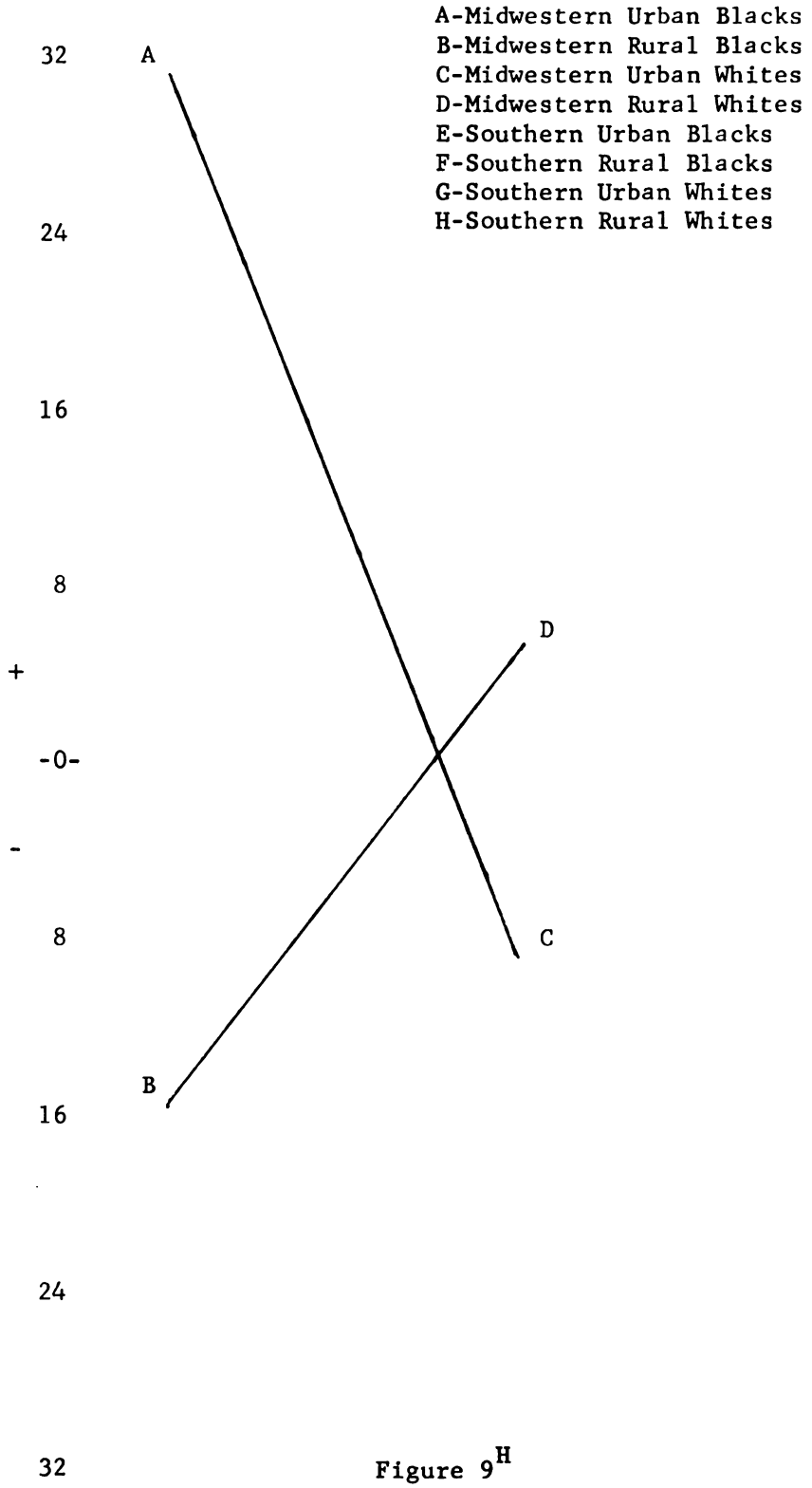


Figure 9^{H}
Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Effects

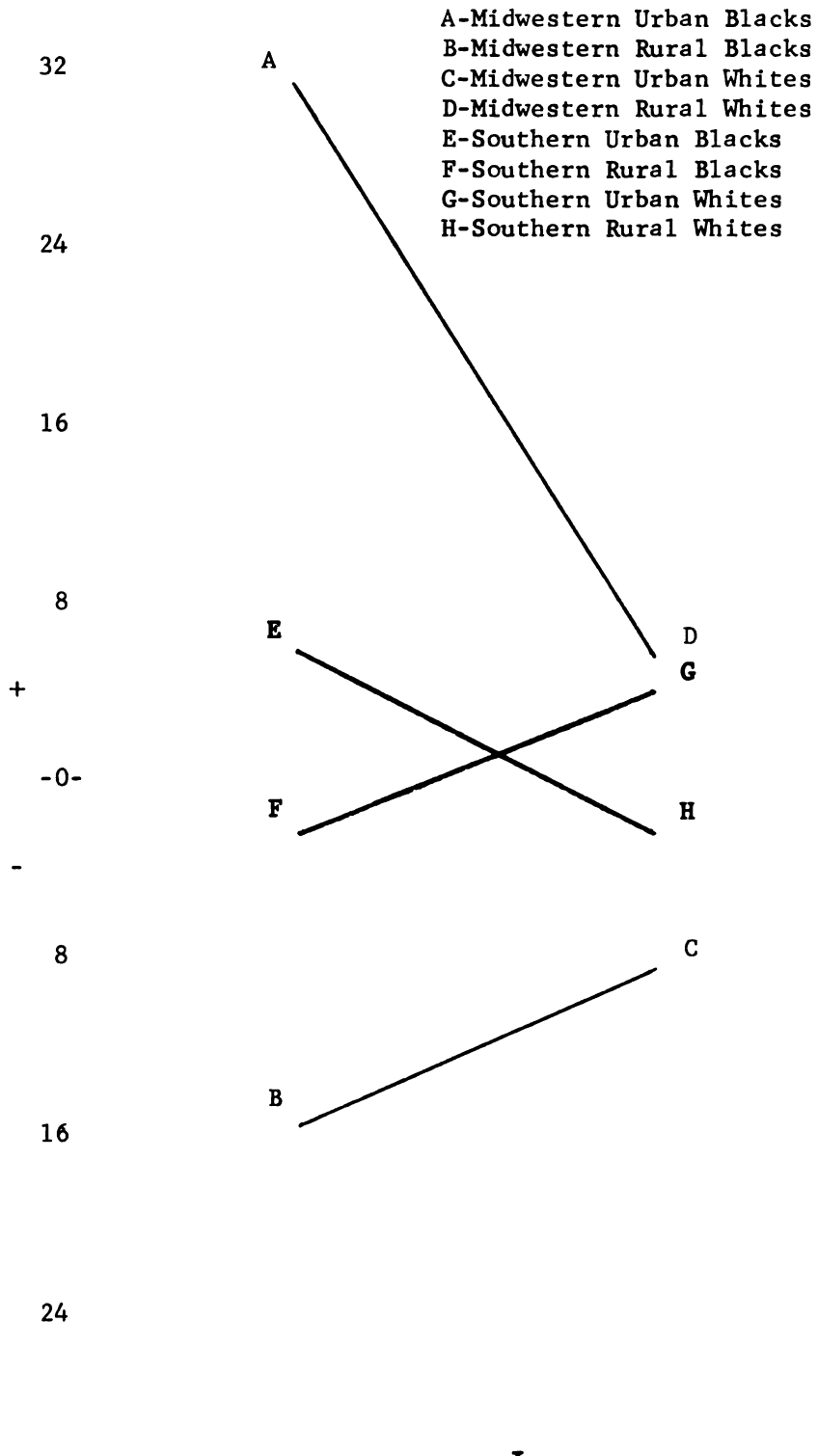


Figure 9

Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Efforts

Figure 9I

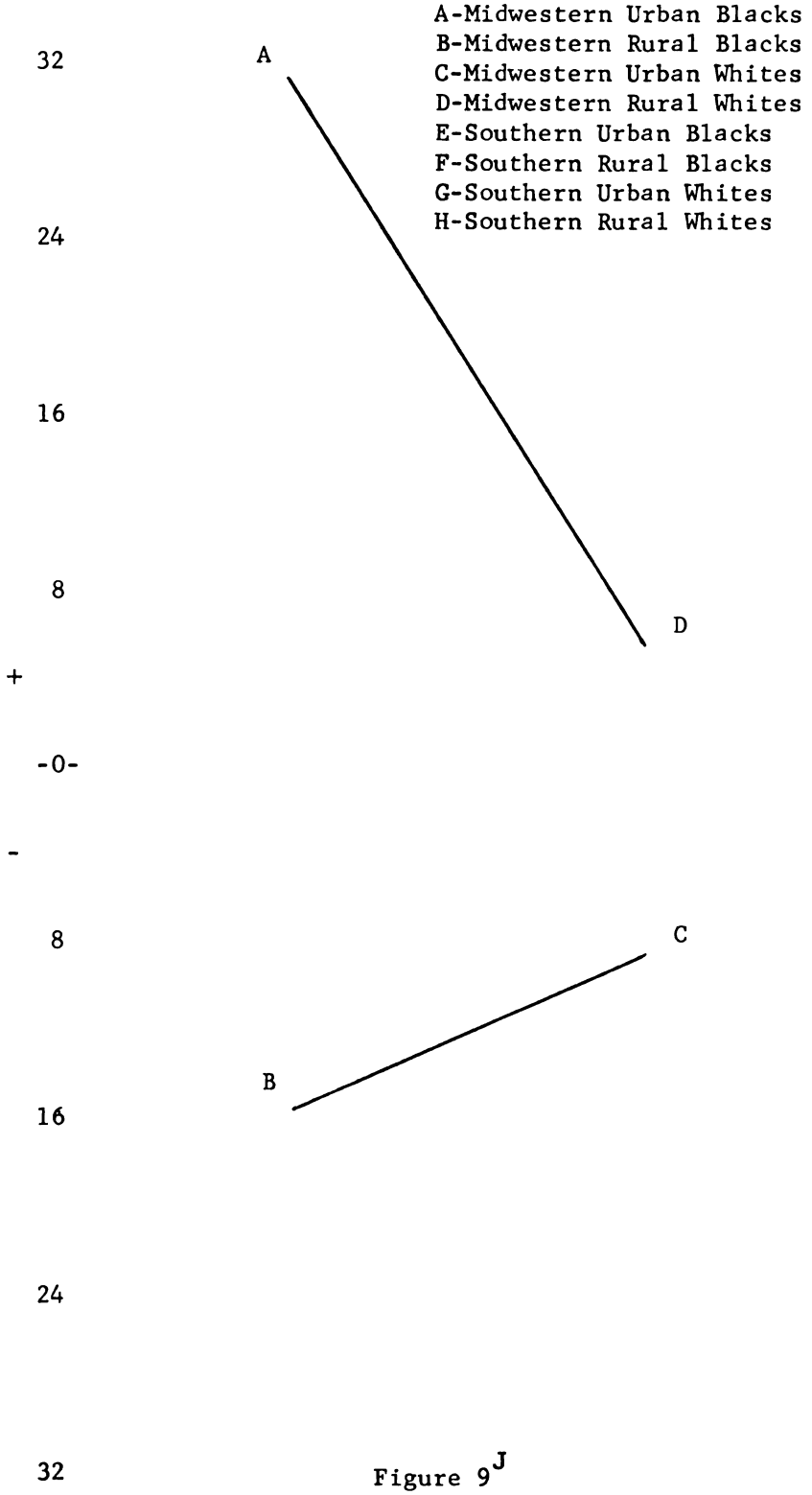


Figure 9[J]

Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Efforts

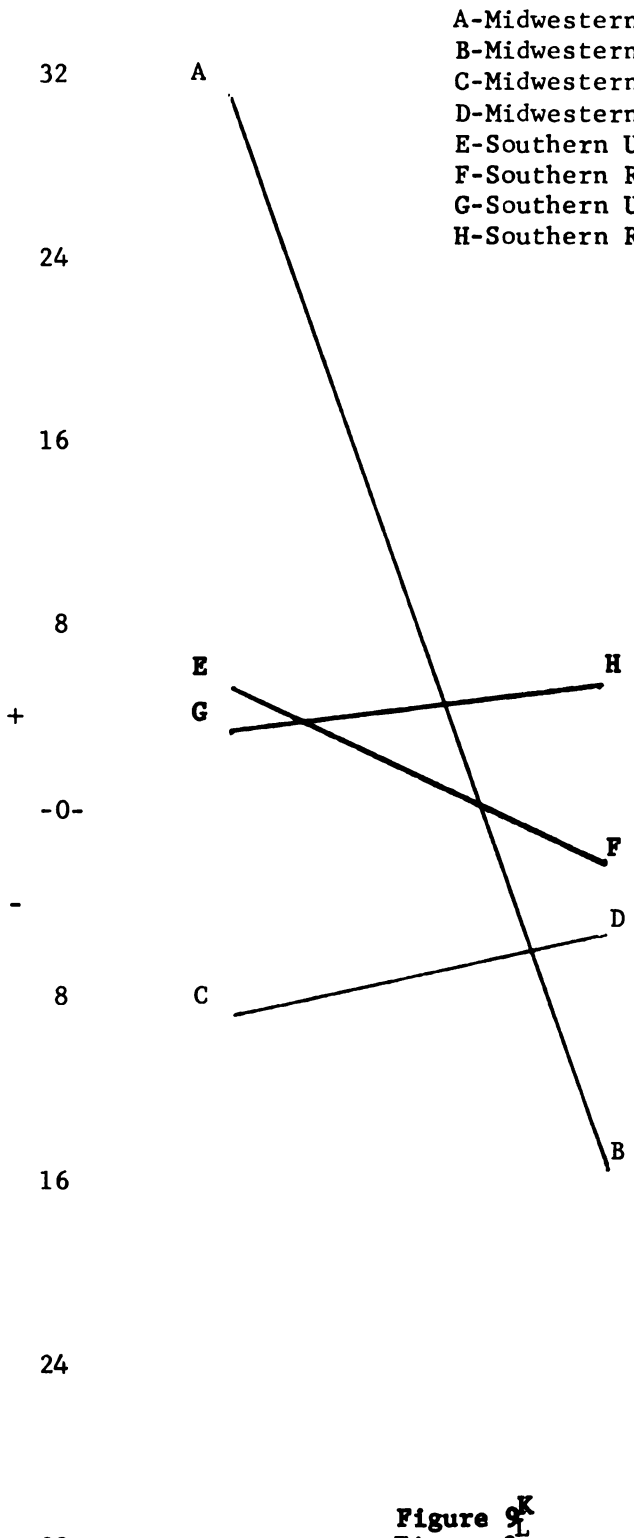


Figure 9[K]
Figure 9[L]
Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Effects

H
E
G
F

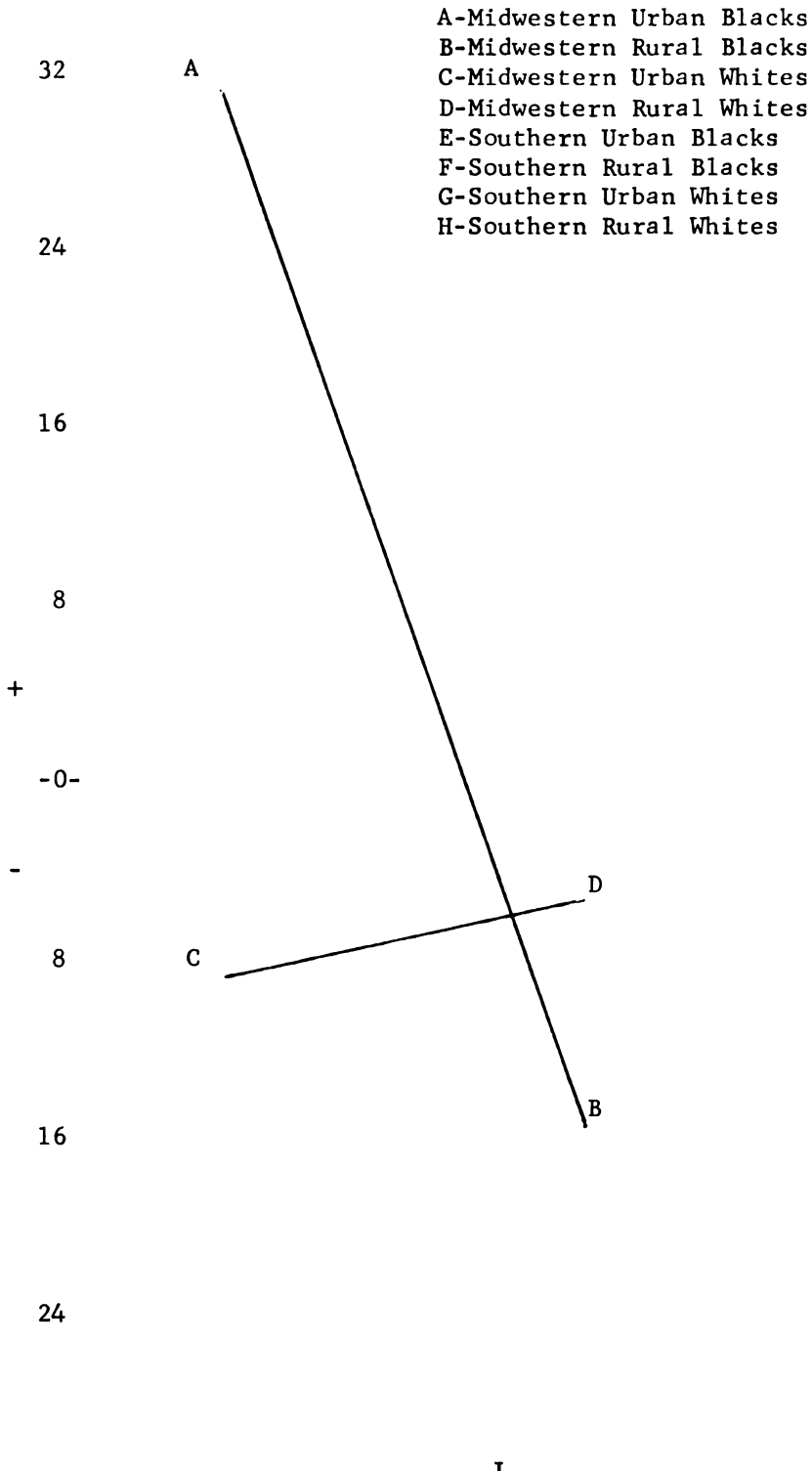


Figure 9[L]

Mean Change Scores For The Variable Physical Self from the analysis of Area-Geography-Race for Interaction Effects

Area-Geography-Sex

Interaction Effects

The multivariate test of Area-Geography-Sex had an F-ratio of 0.86 and $P < 0.61$. The $P < 0.61$ was not significant at the $P < 0.05$ level of significance.

An interaction test revealed no significant mean change score in Total Positive Score, Row and Column scores, Empirical Scale scores or scores on the Supplementary Scale at the $P < 0.05$. This test revealed no interaction effect of Area-Geography-Sex.

Area-Race-Sex

Interaction Effects

An analysis of Area-Race-Sex interaction revealed an F-ratio of 0.91 and $P < 0.56$. In the test for significance, $P < 0.56$ was not significant at the 0.05 level.

An interaction test of Area-Race-Sex revealed no significant change in mean score change in the variables Total Positive Score, Row scores (Identity, Physical Self, Behavior), Empirical Scales (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder), or Supplementary Scales (Self-criticism, Conflict, Variability, and Distribution).

Inspection of the data reveal a significant mean change score in the column score on the variable Personal

Self at the $P < 0.04$ which was significant at the $P < 0.05$ level.

The Area-Race-Sex interaction revealed that on the variable Personal Self of the Column scores that Black subjects indicated the greatest change with females registering the highest change at the negative continuum and the Black rural males the next highest, positive mean score change. White rural males registered the highest change among the White groups. The change difference between White urban males and White rural females in degrees is microscopic. The Black group registered the greatest overall mean score change in the variable Physical Self due to the Area-Race-Sex interaction. The results of this test for interaction are presented in Table 18 and plotted graphically in Figures 10A through 10E.

TABLE 18.--Mean Change Scores for the Column Score Personal Self. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Blacks		Whites	
	Urban	Rural	Urban	Rural
Male	-2.37	11.50	1.68	6.25
Female	-16.40	5.83	4.68	1.65

A-Black Urban Males
B-Black Rural Males
C-Black Urban Females
D-Black Rural Females
E-White Urban Males
F-White Rural Males
G-White Urban Females
H-White Rural Females
U-Urban
R-Rural

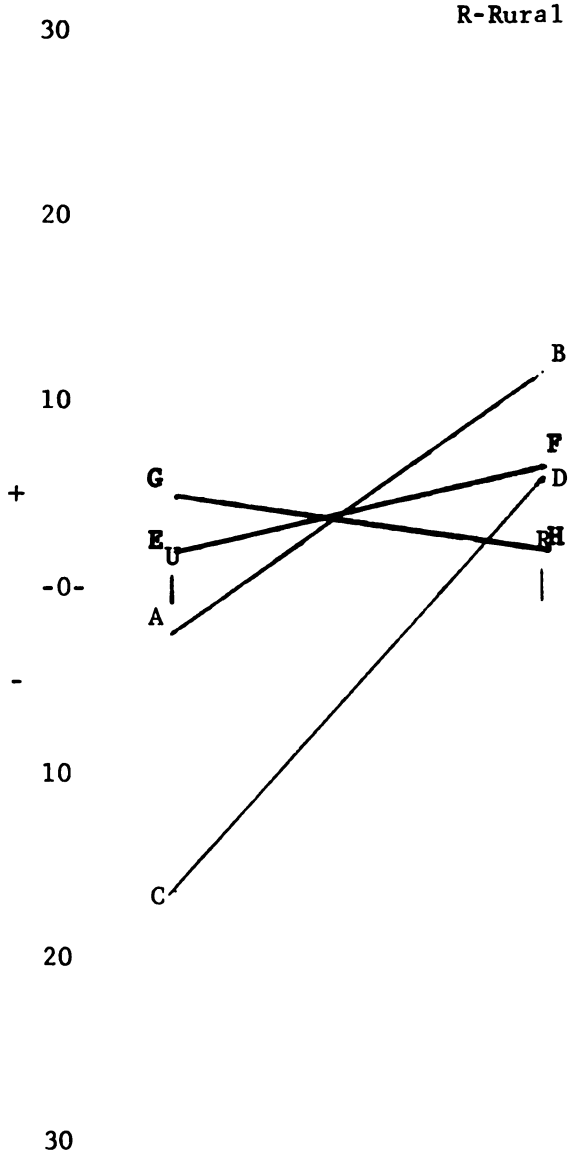


Figure 10[A]

Figure 10[B]

Mean Change Scores For The Variable Personal Self from the analysis of Area-Race-Sex for Interaction Effects

Figure 10_A

A-Black Urban Males
B-Black Rural Males
C-Black Urban Females
D-Black Rural Females
E-White Urban Males
F-White Rural Males
G-White Urban Females
H-White Rural Females
U-Urban
R-Rural

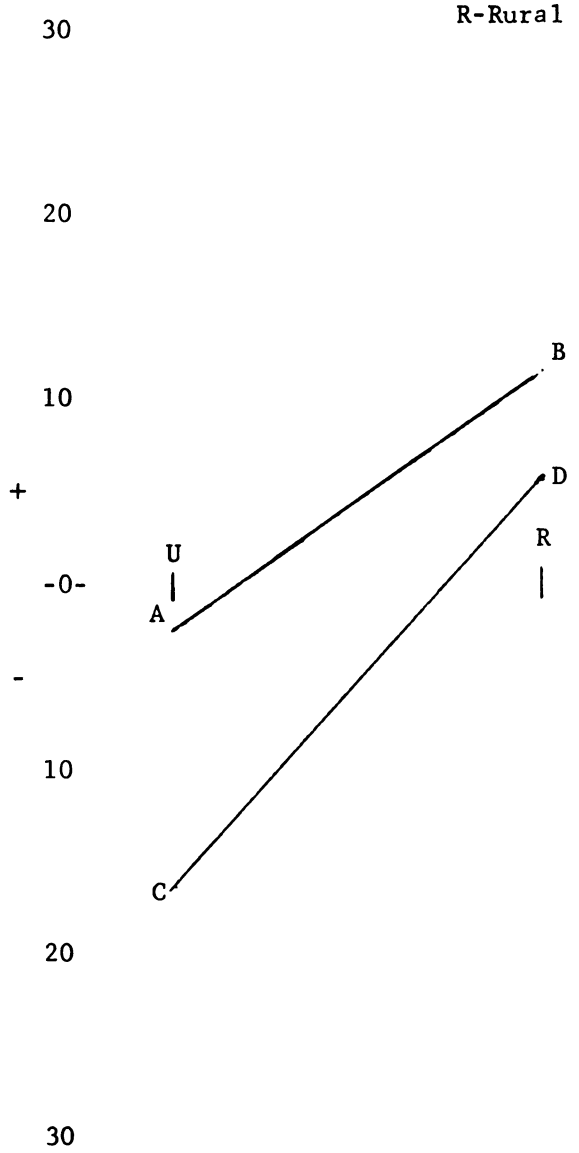


Figure 10[B]
Mean Change Scores For The Variable Personal Self from the analysis of Area-Race-Sex for Interaction Effects

A-Black Urban Males
B-Black Rural Males
C-Black Urban Females
D-Black Rural Females
E-White Urban Males
F-White Rural Males
G-White Urban Females
H-White Rural Females
U-Urban
R-Rural

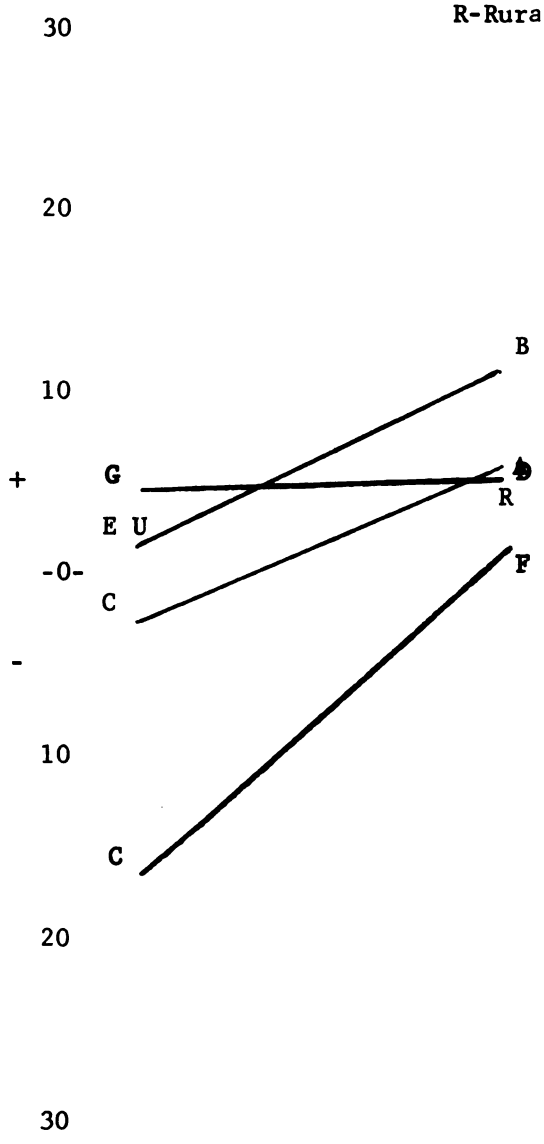


Figure 10[C]
Figure 10[D]

Mean Change Scores For The Variable Personal Self from the analysis of Area-Race-Sex for Interaction Effects

Figure 10

A-Black Urban Males
B-Black Rural Males
C-Black Urban Females
D-Black Rural Females
E-White Urban Males
F-White Rural Males
G-White Urban Females
H-White Rural Females
U-Urban
R-Rural

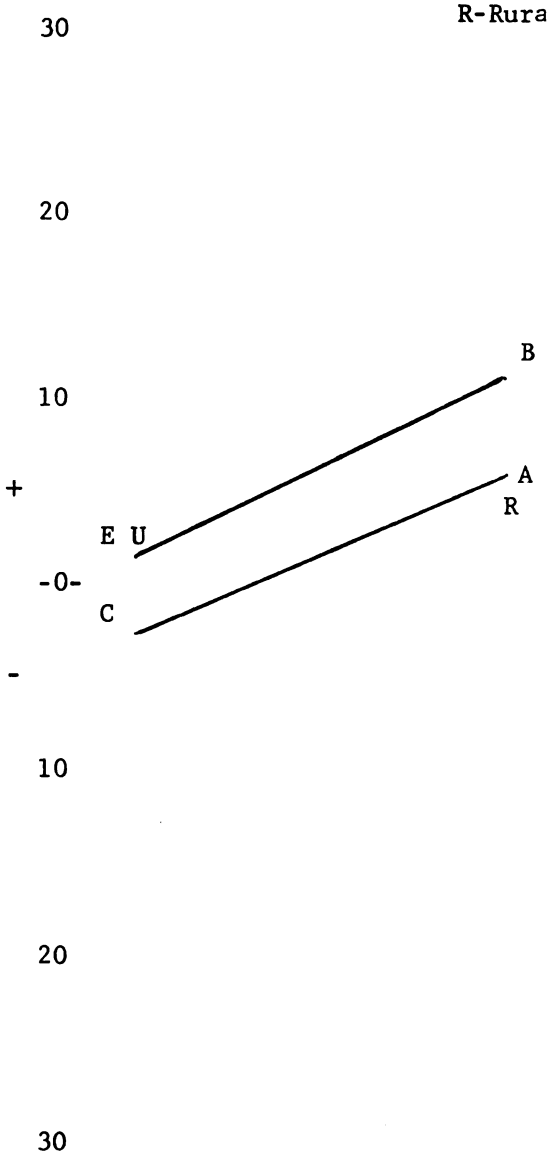


Figure 10[D]
Mean Change Scores For The Variable Personal Self from the analysis of Area-Race-Sex for Interaction Effects

A-Black Urban Males
B-Black Rural Males
G-White Urban Females
H-White Rural Females
U-Urban
R-Rural

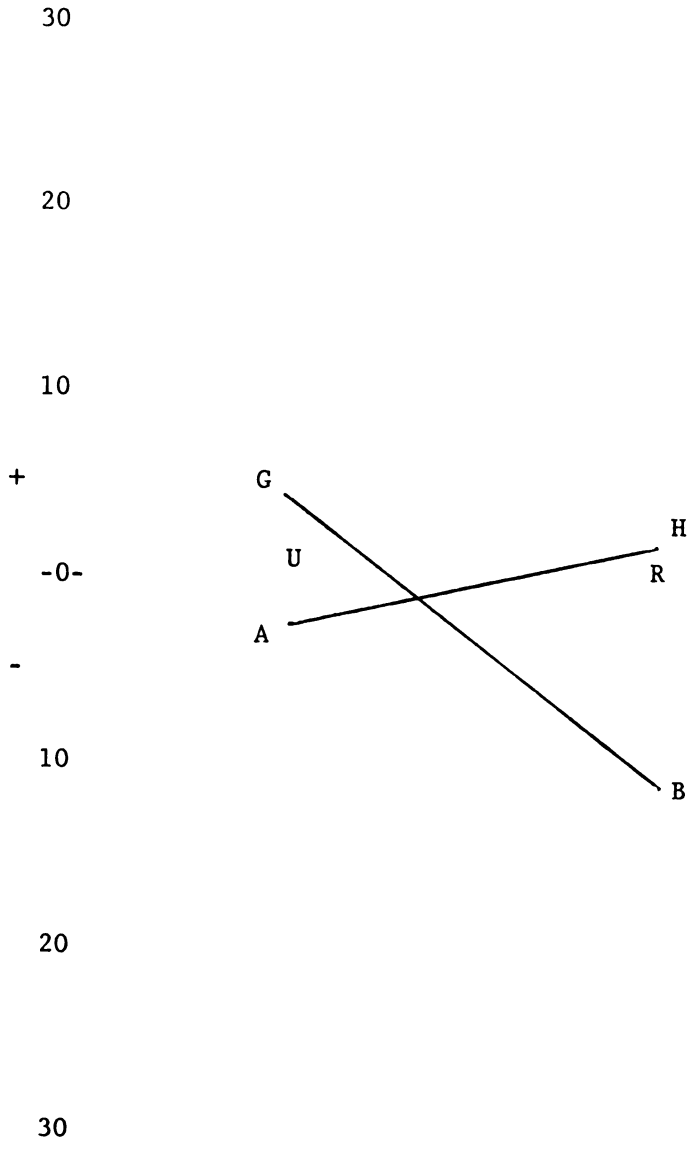


Figure 10[E]
Mean Change Scores For The Variable Personal Self from the analysis of Area-Race-Sex for Interaction Effects

Geography-Race-Sex

Interaction Effects

Multivariate test for interaction effects of the variables Geography-Race-Sex revealed an F-ratio of 1.09 and $P < 0.36$. The $P < 0.36$ was not significant at the 0.05 level of significance. There was no significant mean score change in the variables Total Positive, Row scores (Identity, Self-Satisfaction, Behavior), Empirical Scales (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder), or the Supplementary Scale scores (Self-criticism, Conflict, Variability, and Distribution).

The variable Physical Self of the Column scores indicated $P < 0.02$, which was significant at the 0.05 level. Inspection of this change in mean change score revealed that Black groups registered the highest change. Midwestern Black males indicated the highest positive change and Southern Black females the highest negative change.

Mean change scores for the White groups was positive, with Midwestern males and females registering microscopic change differences. The results of the Geography-Race-Sex interaction test are presented in Table 19 and plotted graphically in Figures 11A through 11E.

TABLE 19.--Mean Change Scores for the Column Score Variable Physical Self. [Expressed by McCall's T, Mean 50, S.D. 10].

	Midwestern		Southern	
	Black	White	Black	White
Males	21.36	9.67	1.89	5.95
Females	4.39	9.12	-10.82	2.80

Area-Geography-Race-Sex

Interaction Effects

Analysis of Area-Geography-Race-Sex had an F-ratio of 0.89 and $P < 0.57$. This was not significant at the 0.05 level. The variables Total Positive Score, Row scores (Identity, Self-Satisfaction, Behavior), Column scores (Physical Self, Moral Ethical Self, Personal Self, Family Self, Social Self), Empirical Scale (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder), and Supplementary Scale (Self-Criticism, Conflict, Distribution, Variability) indicated no significant mean change scores at the 0.05 level.

(Pre-Post and mean change scores for all groups are in Appendices A through D.)

A-Midwestern Black Males
B-Midwestern Black Females
C-Midwestern White Males
D-Midwestern White Females
E-Southern Black Males
F-Southern Black Females
G-Southern White Males
H-Southern White Females

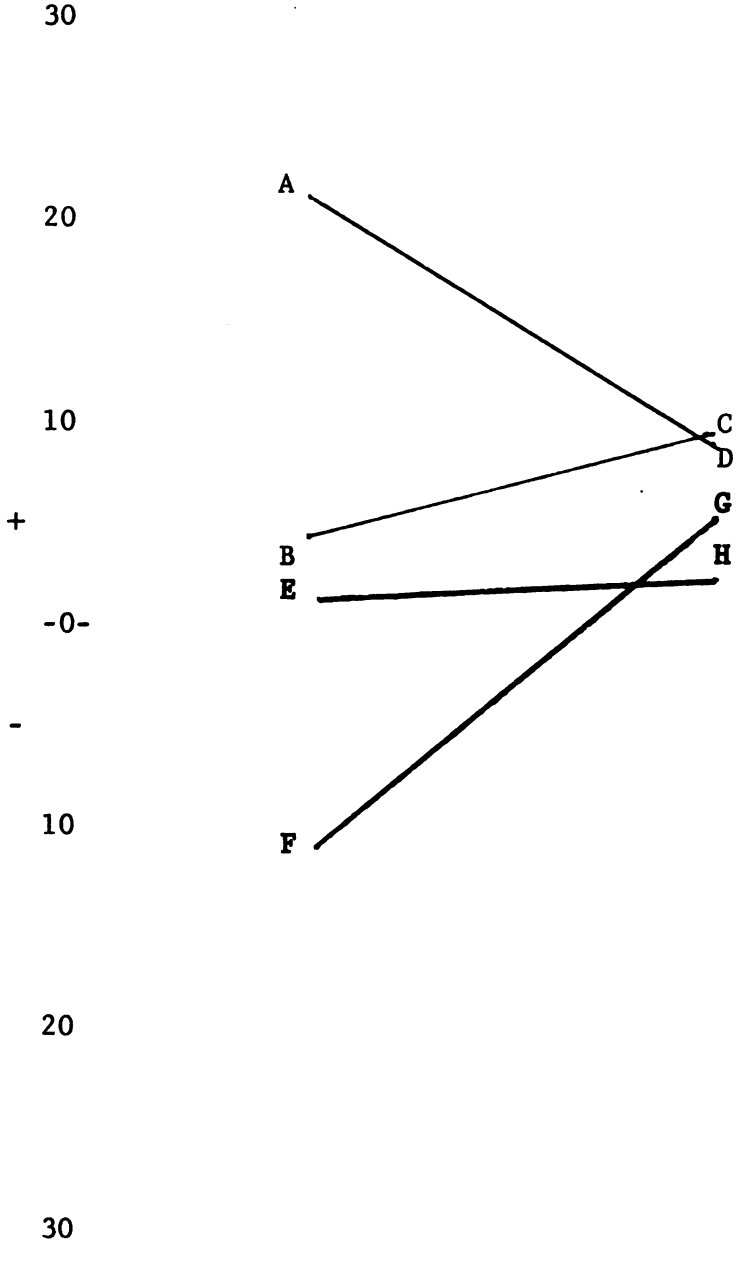


Figure 11$^{A}_{B}$
Figure 11

Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race-Sex for Interaction Effects

Figure 11A

A-Midwestern Black Males
B-Midwestern Black Females
C-Midwestern White Males
D-Midwestern White Females
E-Southern Black Males
F-Southern Black Females
G-Southern White Males
H-Southern White Females

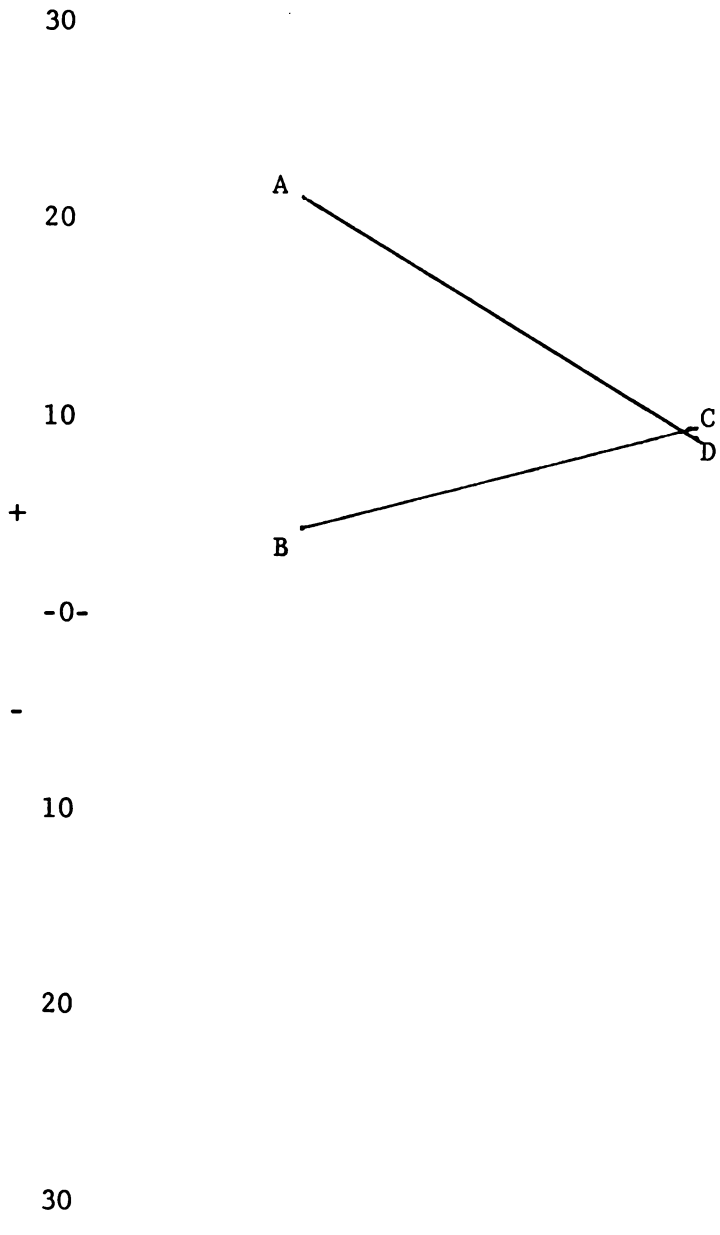


Figure 11[B]
Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race-Sex for Interaction Effects

A-Midwestern Black Males
B-Midwestern Black Females
C-Midwestern White Males
D-Midwestern White Females
E-Southern Black Males
F-Southern Black Females
G-Southern White Males
H-Southern White Females

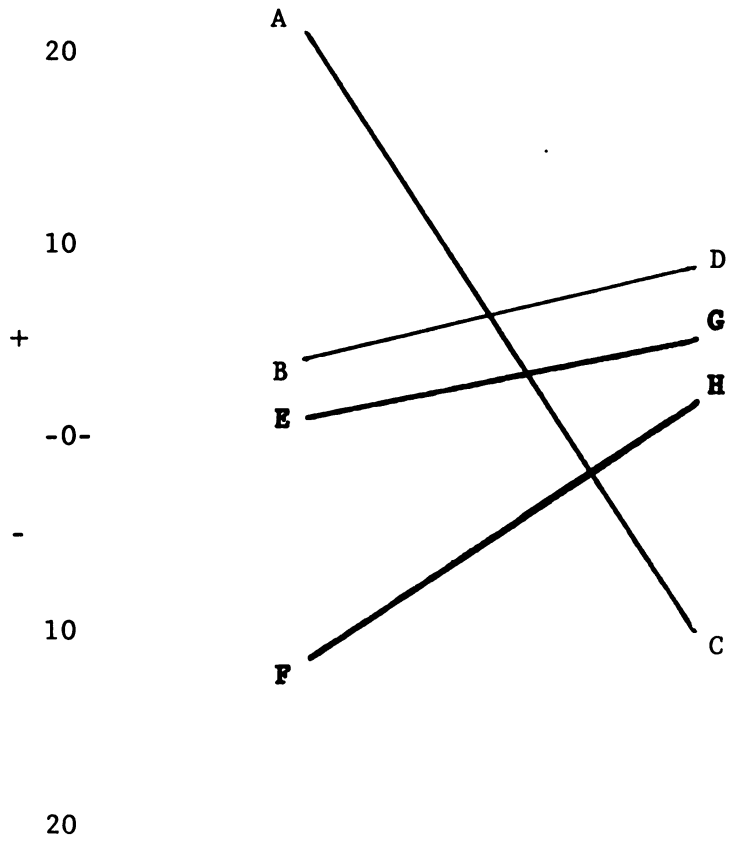


Figure 11
Figure 11

Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race-Sex for Interaction Effects

Figure II$_C$

A-Midwestern Black Males
B-Midwestern Black Females
C-Midwestern White Males
D-Midwestern White Females
E-Southern Black Males
F-Southern Black Females
G-Southern White Males
H-Southern White Females

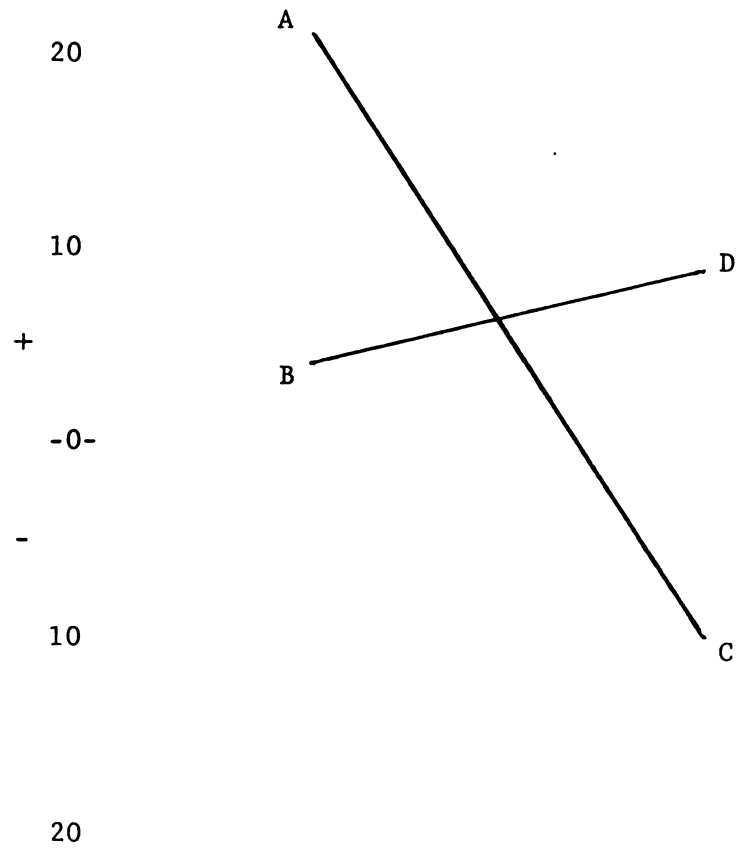


Figure 11[D]
Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race-Sex for Interaction Effects

A-Midwestern Black Males
B-Midwestern Black Females
C-Southern White Males
D-Southern White Females

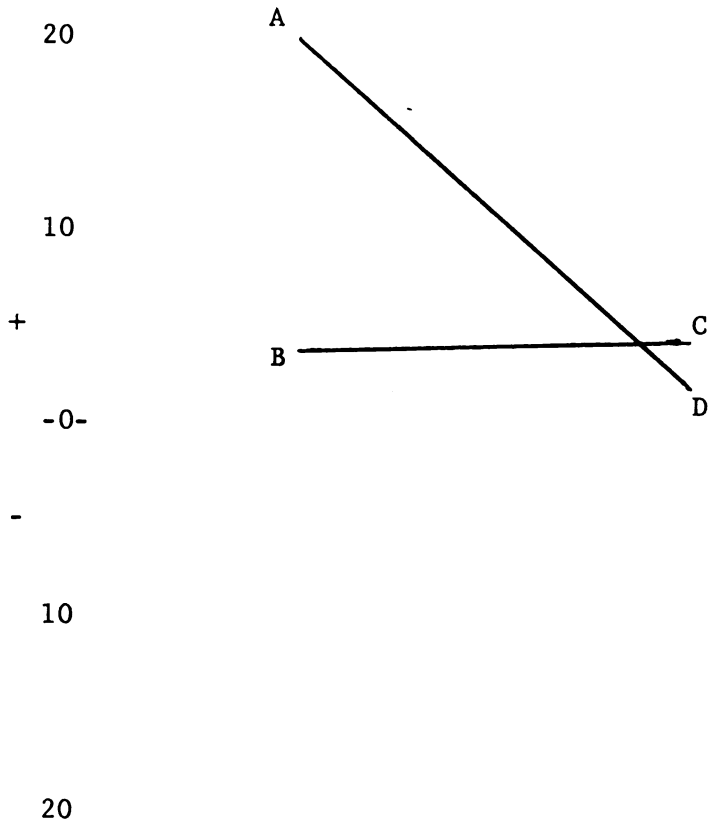


Figure 11[E]
Mean Change Scores For The Variable Physical Self from the analysis of Geography-Race-Sex for Interaction Effects

The Hypotheses

Hypothesis 1

1. Black and white, male and female students from urban backgrounds will experience more favorable change in self-concept after one term of college experience than students of the same race and sex from rural backgrounds. Rejected.

It will be noted in Table 20 that the multivariate test of Area (Urban-Rural) as the main effect indicated that there was no change in Total Positive mean change scores, which is the primary measure to determine self-concept from the Tennessee Self Concept Scale.

The interaction test of Area-Race indicated a probability of 0.04 which was significant but did not reveal a significant change in Total Positive Score. Column scores of the Sub-score values indicated a significant mean score change in the variable Physical Self. On the Empirical Scales of the Sub-scores, the variable Psychosis indicated a significant change in mean change scores. Although the variables revealed significant change from the Area-Race interaction, it did not effect the primary measure, Total Positive, enough for change to be significant.

An interaction test of Area-Geography-Race revealed a significant change in the variable Total Positive at $P < 0.04$. This mean change score was significant enough to suggest that when the variables Area-Geography-Race

interacted in this test there was a change in self-concept of the subjects. Further inspection of the data revealed that the variable Physical Self of the Column scores also indicated a significant change in mean change scores at the $P < 0.02$ level. This is a strong indication as to which variable affected the change in mean change score for the change in self-concept.

Interaction tests of Area-Race-Sex revealed no significant change in self-concept but indicated a significant change in the variable Personal Self of the Column scores which was significant at the $P < 0.04$ level.

An interaction analysis of Area-Geography-Sex revealed no significant change in any of the variables at the $P < 0.05$ level.

The interaction test of Area-Geography-Race-Sex revealed no significant change in Total Positive Score or the Sub-scores, which could indicate some degrees of change in mean change scores if not in self-concept.

TABLE 20.--Summary of Hypothesis 1. [Expressed in McCall's T, Mean of 50, S.D. 10].

Sources of Variation	df	F	P
Area (Urban-Rural)	17	0.82	0.65
Area-Geography	17	0.98	0.48
Area-Race*	17	1.74	0.04
Area-Sex	17	1.36	0.16
Area-Geography-Race	17	0.86	0.61
Area-Geography-Sex	17	0.91	0.56
Area-Race-Sex	17	0.89	0.57
Area-Geography-Race-Sex	17	0.69	0.80

*Significant $P < 0.05$.

Hypothesis 2

2. Black students will experience a favorable change in self-concept in a predominantly Black institution. Rejected.

By referring to Table 21, it will be seen that the multivariate test of the variable Race revealed no significant change at the $P < 0.05$ level of significance, which indicates there was no significant mean change score in the Main Effect analysis of Race.

The multivariate analysis of Race-Area interaction test revealed a significant mean change score at the $P < 0.04$ level with an F-ratio of 1.74. Inspection of this data further revealed that the primary measure Total Positive Score, which determines self-concept, did not reveal significant mean change scores; but the Sub-score Physical Self of the Column scores indicated significance at the $P < 0.05$ level and the variable Psychosis of the Empirical Scale indicated significant mean change scores at the $P < 0.02$ level. Although the test did not suggest change in self-concept, it did indicate that significant change did occur in Sub-scores.

Hypothesis 3

3. White students will experience more favorable changes in self-concept in a predominantly White institution than will Black students. Rejected.

Further inspection of Table 21 will reveal that the multivariate test of the variable Race revealed no significant change at the $P < 0.05$ level of significance, which indicates there was no significant mean change score in the Main Effect Analysis of Race.

The multivariate analysis of Race-Area interaction test revealed a significant mean change score at the $P < 0.04$ level with an F-ratio of 1.74. Inspection of this data further revealed that the primary measure, Total Positive Score, which determines self-concept, did not reveal significant mean change score but the Sub-scores Physical Self of the Column scores indicated significant change at the $P < 0.05$ level and the variable Psychosis of the Empirical Scale indicated significant mean change scores at the $P < 0.02$ level. Although the test did not suggest change in self-concept, it did indicate that significant change did occur in the Sub-scores.

TABLE 21.--Summary Analysis of Hypotheses 2 and 3. [Expressed in McCall's T, Mean of 50, S.D. 10].

Sources of Variation	df	F	P
Race	17	0.54	0.94
Race-Geography	17	1.15	0.31
Race-Area	17	1.74	0.04*
Race-Sex	17	0.63	0.86
Race-Geography-Sex	17	1.09	0.36
Race-Geography-Area	17	1.36	0.16
Race-Geography-Sex-Area	17	0.89	0.57

*Significant at the $P < 0.05$ level.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

The purpose of this study was to determine the impact of college on the self-concept of Black and White freshmen students from the Midwest and South.

The sample consisted of 180 subjects (42 Southern Whites, 49 Southern Blacks, 49 Midwestern Whites, and 40 Midwestern Blacks). The subjects were randomly selected within a college entrance score range of 700-800 (SAT total score) and socio-economic level of the breadwinner of the family up to $7,500 annually. The subjects were selected from a predominantly Black Southern college, a predominantly White Southern university, and a predominantly White Midwestern university.

Data from the returned answer sheets of the Tennessee Self-Concept Scales, pre and post stages, were coded into seventeen variables (Appendix D) and punched by a Mark-Sense machine into IBM cards for the IBM 3600 computer.

An IBM computer provided 255 frequency distribution tables showing the association of certain variables. The

computer program provided means, standard deviations, sums, sum of squares, degrees of freedom, and probability. The three hypotheses were tested by analyzing the difference of means, standard deviation, sums, sum of squares, and degrees of freedom. All mean change scores were expressed by McCall's T, with a mean of 50, standard deviation of 10. These are the hypotheses and the results of the testing:

1. Black and white, male and female students from urban backgrounds will experience more favorable change in self-concept after one term of college experience than students of the same race and sex from rural backgrounds. Rejected.
2. Black students will experience a favorable change in self-concept in a predominantly Black institution. Rejected.
3. White students will experience more favorable changes in self-concept in a predominantly White institution than will Black students. Rejected.

Main Effects

The multivariate analysis of Area and Race as main effects revealed no significant change in mean scores at the $P < 0.05$ level of significance.

Analysis of Geography as main effect revealed significant change in the primary variable Total Positive Score, which reflects the overall level of self-esteem. The Midwestern and Southern regions indicated a small

degree of change which was negative and the standard deviation scores indicated the change was near the mean.

The change in mean score change of the variable Conflict indicated the reflections of conflicting responses to positive and negative items within the same area of self-perception. This test revealed that the Southern region indicated the highest scores which were negative. According to Fitts, this indicates confusion, contradiction, and general conflict in self-perception. The Midwestern region showed a very small change on the positive continuum which indicates this region presented such an extremely tight and rigid self-description that it could possibly be artificial, defensive, or stereotype rather than true self-image.

An analysis of Geography also revealed significant change in the variable Personality Disorders which indicates people with basic personality defects and weaknesses. The Midwestern region revealed the highest change which was small and near the mean as is indicated by the size of the standard deviation score. The Southern region revealed a much smaller change than the Midwestern group and was located also near the mean.

The Multivariate test for mean effect of Sex revealed a significant change in the sub-score variable General Maladjustment of the Empirical Scale. The variable General Maladjustment of TSCS serves as a general index of adjustment-maladjustment but provides no clues

as to the nature of the pathology. The male subjects indicated the highest change with the smallest deviation from the mean. The female mean change score is less than the males but the standard deviation score indicates that the female change is farther from the mean.

Interaction Effects

Multivariate tests of the Area-Race interaction revealed significant mean score change in the variable Physical Self of the Column scores. Change in Physical Self is an indication that a change is occurring in the way an individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality. Black groups indicated the highest change in Physical Self mean change score. The Black urban groups registered the highest change which was positive. The urban White groups registered the smallest degree of change of all groups although it was negative.

An Area-Race test for interaction revealed also a significant change in the mean change score of the variable Psychosis of the Empirical Scale. Change in this scale differentiates psychotic patients from other groups. The White urban groups revealed the highest change and was on the positive continuum. The Black groups revealed the smallest change and was on the negative continuum.

The multivariate test of Area-Geography interaction revealed a significant change in the variable Behavior of

the Row score. This mean score change measures the individual's perception of his own behavior or the way he functions. The Midwestern groups registered the highest mean score change in this variable. The Southern groups' mean score changes were small, with the Southern rural group registering the smallest mean score change of all groups on the variable Behavior.

The multivariate test of Area-Sex interaction revealed a significant mean score change in the Variability score of the Supplementary Scale. The Variability score represents the total amount of variability for the entire record. High scores mean that the person's self-concept is so variable from one area to another as to reflect little unity or integration. High scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but about the first percentile.

Rural males registered the highest mean change scores at the positive end of the continuum. The rural females registered the highest change on the negative continuum. The urban groups mean score change was negative and almost identical in mean score change. Urban and rural groups mean score change was within the first percentile.

The multivariate test for Geography-Race interaction effects revealed significant mean score change in the

variable Physical Self of the Column scores. The variable Physical Self outlines how the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality. The Midwestern Blacks registered the highest change followed by the Southern White groups; both groups had positive change in mean change score. The Southern Black groups and Midwestern White groups registered negative change with the Midwestern White groups change being microscopic in degree.

This test also revealed a mean change in the variables Personality Disorder of the Supplementary Scale. The variable Personality Disorder pertains to people with basic personality defects and weaknesses. Midwestern Whites registered the highest change in the variable Personality Disorder, followed by Southern Whites and Midwestern Blacks on the positive continuum. Only the Midwestern White groups' mean change score was large enough to be considered for effect of importance. Yet, it is not large enough to indicate a deviate change which would project a basic personality defect or weakness.

A multivariate test for Geography-Sex interaction revealed a significant mean change score in the variable Personality Disorder of the Supplementary Scale. Personality Disorder pertains to people with basic personality defects and weaknesses. Midwestern females registered the highest change in mean scores followed by Southern

males registered the smallest change which was on the negative end of the continuum.

The multivariate test for Area-Geography-Race revealed a significant change in Total Positive Mean change score, which is the primary measure on the TSCS to determine self-concept. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth, see themselves as undesirable, often feel anxious, depressed, and unhappy, and have little faith or confidence in themselves.

Midwestern urban whites registered the highest positive mean change scores in Total Positive Score. Midwestern urban Whites and rural Blacks registered the only positive change in self-esteem. Southern urban Blacks and Whites, Southern rural Whites and Midwestern urban Blacks, and rural Blacks and Whites indicated negative change in self-esteem. The Midwestern urban White groups and the Southern urban Blacks had identical change in self-esteem but at opposite ends of the continuum.

An analysis of Physical Self revealed a significant change in mean change score through the Area-Geography-Race interaction. This variable indicates how a person presents his view of his body, his state of health, his physical appearance, skills, and sexuality. The Midwestern Blacks registered the highest mean change score in Physical

Self. The Midwestern rural Blacks registered the highest negative change. Midwestern urban Whites and Southern rural Blacks also registered negative change. Southern urban Blacks and Southern rural Whites indicated almost identical change on the positive end of the continuum.

A multivariate test of Area-Race-Sex interaction revealed a significant change in the variable Personal Self of the Column scores. This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others. Black subjects indicated the highest change, lead by the females who had negative change. Black rural males registered the next highest change in mean change scores and this change was positive. White rural males registered the highest change among the white groups. The degree of change difference between White urban males and rural White females was microscopic.

The test of Area-Race-Sex interaction also revealed a change in the variable Personal Self of the Column scores. The Personal Self score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others. Black subjects indicated the greatest change in Personal Self and females registered the highest negative change. Black rural males registered the next highest change in Personal Self which was on the

positive continuum. White rural males registered the highest mean change score in Personal Self of all the White groups. The degree of mean change score in Personal Self between White urban males and White rural females was microscopic.

An analysis of the Geography-Race-Sex interaction revealed a significant change in the mean score of the variable Physical Self. The variable Physical Self indicates the way the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality. Black groups registered the highest mean change score in Physical Self. Midwestern Black males indicated the highest positive mean score in Physical Self and Southern Black females the highest negative change in mean change scores. All mean change scores in Physical Self for the White groups are positive. Midwestern males and females registered microscopic change in Physical Self.

Discussion

It was the intent of this study to present data that are of value in assessing whether or not the college environment has differing effect on the self-concept of Black and White freshmen students from the Midwest and South.

Geographically there was a consistent change in the self-concepts of the groups. After one term of school,

the Midwestern and Southern groups revealed a significant negative change which was almost identical in degree. Possibly this change is attributed to the socio-economic change experience of the groups. Changing from a low income home situation into a middle-class college environment could very easily be responsible for this. An important point to note is that geographically, whatever the factors are that influenced this change, they operate in the Midwest as well as the South.

The Midwestern and Southern groups indicated that the new environment caused them to be tight and rigid in self-description, and possibly they had become artificial, defensive, or stereotype. Considering the degree of change in overall living patterns of the subjects sampled, it is not too surprising to this writer that this condition occurred. Changing from an environment consisting mostly of "have-nots" into the middle-class environment, the subjects sampled experienced cultural shock.

The Midwestern groups revealed their ten-week experience had indicated a personality weakness which was greater than the Southern group. This supports the report that there was a change in self-perception on the part of both groups. As in self-concept, the Midwestern group revealed the greatest change in Personality Disorder which is due to environmental conditions experienced by the subjects sampled.

Although males and females indicated change in self-esteem and Personality Disorder, their adjustment problems were very small and positive for both groups. This is an indication that the subjects of this sample were able to make the necessary adjustments to their new environment and kept their adjustment changes minimal.

Both races experienced overall negative self-esteem changes, which were not significant. The low scores, however, are indications of the subjects' doubtfulness about their own worth; they see themselves as undesirable, often feel anxious, depressed, and unhappy, and have little faith or confidence in themselves. It is the belief of the writer that these small changes were due possible to the subjects' anxieties to see if and how they were measuring up to their new peer-group, rather than being doubtful about their own worth or seeing themselves as undesirables.

The examination of the races on an urban-rural continuum indicated that Black urban students began to present a more positive view of his body, his state of health, his physical appearance, skills, and sexuality. The trend for the Black rural groups was for them to witness a negative impression of their Physical Self Speculation of these changes leads to the possibility that the new Black identity trends provided a more positive outlet for the urban Blacks. Urban Blacks possibly found dress styles and political activity which they

could actively identify with. The conservative life style of the rural Blacks did not afford them this opportunity to discover a life style which they could so readily identify with.

Rural White students indicated a significant positive change in the view of their body, his state of health, his physical appearance, skills, and sexuality. The degree of change here is possibly attributed to the change from "Big Fish" in a small pond on the part of these subjects, to just another "Fish."

Urban Whites' negative change was due possibly to the shock they received by changing from an environment where they had enjoyed a comfortable position in their socio-economic peer-group, which had afforded them a positive self-perception of themselves. But the new environment forced changes upon them which caused the small change in their Physical Self presentation.

The college environment during the first ten weeks influenced positive perception by the Midwestern and Southern groups as to the way they functioned as a person. The absence of family restrictions usually imposed by parents of these groups and the freedom of the new environment may have been responsible for this change.

Urban and rural groups after one term of college appear to be well integrated into the college atmosphere. This is an indication of the unity of self-perception which had not experienced a great degree of change. Urban

females, males, and rural females revealed a minimal degree of negative change which was not significant. The rural male groups experienced positive change but it was too small for real effect. The new environment did not affect the subjects sampled to the point that their self-perception became distorted.

Midwestern Black students had a significant positive change in the way they presented their views of their body, state of health, physical appearance, skills, and sexuality. As mentioned earlier and as will be found throughout this study, Black subjects regardless of sex experienced change in Physical Self during their ten-week freshman experience. As was pointed out by Pettigrew in the review of literature, this can very well be attributed to the new mood of Blacks.

Southern Blacks experienced a small degree of negative change in Physical Self during their first term experience at college. This writer attributes the change to the coldness usually found at Black institutions by the Black freshman student. When the Southern Black student leaves home, he leaves a place where he feels that he belongs regardless of the condition of the family. When the student arrives at college, he usually finds an environment that is a carbon copy of the white middle-class educational institution with Black administrators and faculty showing very little feelings for the student. Possibly this accounts for the negative change they

experienced. The small degree of change is an indication of how well the Southern Black subjects of this sample adjusted to the environment.

The change on the part of the Midwestern Whites was too small to have any significant effect. The Southern Whites experienced positive Physical Self changes which would be expected. The Southern university would help to support the conservative life style of the White subjects in the South.

Midwestern White subjects indicated significant change in basic personality defects and weakness. Southern Whites experienced a small negative change in Personality Disorder. The degree of change on the part of the Midwestern and Southern groups are too small to be of significance for evaluation.

A special note should be given to the Area-Geography-Race interaction. This interaction revealed a significant change in self-concept on the part of all groups as a whole.

Where the groups were inspected separately, it was discovered that the change on the part of each individual group was too small to be of significance. It did give some direction as to the change by each group and indicated that change did occur in the self-concept. One can see that the subjects of this sample did experience changes in self-concept after one term of school.

Black urban and rural students reflected significant change in their sense of personal worth, feeling of adequacy as a person, and their evaluation of their personality apart from their body or their relationships to others. Although the changes are small, the writer speculates that most of this change derives itself from life styles which changes drastically when one leaves his residential community and moves into the environment of the college or university which is two or three socio-economic levels above what he is accustomed to. Urban Blacks revealed negative change which the writer attributes to the shock they received when they discover that the "superior" attitudes usually held by urban people did not fit into their new environment. The fact that females indicated the greatest negative change possibly comes from the feeling of rejection on their part from the new environment which may not provide the "Big Sister" relationship females usually desire.

A pattern was discovered in this study relative to the Black subjects. The Black groups always indicated the highest change whether negative or positive on the variables Physical Self, where the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality, and the variable, Personal Self, which reflects the individual's sense of personal worth, his feeling of adequacy as a person and his

evaluation of his personality apart from his body or his relationships to others.

The variable Geography, when analyzed individually or collectively, failed only twice to produce significant mean change scores. The writer feels that this is one indication that geographic location of the subjects was important and responsible for a particular life style.

Subjects of this sample did experience change in self-concept according to geography during their first term at their respective college or university. Also, there was an indication that other changes (Behavior, Physical Self, Personal Self, General Maladjustment, Psychosis) did occur which would be vital to individual adjustment.

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APPENDICES

APPENDIX A

MEAN CHANGE SCORES OF TENNESSEE SELF CONCEPT SCALE SCORES FOR ALL GROUPS

TABLE A-1.--Mean Change Scores of Tennessee Self Concept Scale Scores for All Groups. [Expressed by McCall T, with a Mean of 50, S.D. of 10].

Variables	White Urban		Black Urban		White Rural		Black Rural	
	M	F	M	F	M	F	M	F
				Midwestern				
P	23.80	1.33	-15.78	6.68	-13.68	- 6.71	- 3.00	- 3.57
Identity	-13.00	0.55	- 5.85	- 9.81	- 3.00	- 4.14	- 5.87	21.85
Self Satisfaction	-12.00	4.33	5.00	8.72	- 6.06	18.14	- 5.25	8.28
Behavior	- 4.70	4.44	14.00	17.90	- 6.25	- 6.50	11.00	-18.71
				Southern				
P	- 3.66	2.00	-16.92	- 8.54	- 1.92	- 3.30	8.07	7.72
Identity	13.44	5.30	-11.07	- 5.36	2.84	- 1.50	- 6.78	11.45
Self Satisfaction	-20.00	- 8.70	- 8.38	- 9.09	21.38	5.30	-12.00	- 6.36
Behavior	- 5.66	- 3.00	5.53	6.54	19.53	- 0.50	0.14	- 9.81
				Midwestern				
Physical Self	-2.00	5.77	34.92	26.90	11.00	- 0.85	- 2.37	-31.00
Moral Self	20.10	5.11	- 7.00	1.09	12.00	- 5.07	- 1.12	22.28
Personal Self	- 2.80	8.11	3.42	-35.09	3.25	- 6.35	2.62	5.14
Family Self	- 9.90	1.22	0.50	- 7.18	9.50	2.85	8.62	17.71
Social Self	- 6.10	4.55	- 9.00	5.45	2.00	5.64	-18.00	12.28
				Southern				
Physical Self	2.22	- 4.60	9.61	-22.63	8.53	1.00	- 5.28	1.00
Moral Self	-11.33	-18.00	12.30	3.27	18.07	- 2.70	0.64	- 6.72
Personal Self	6.66	1.60	- 8.61	2.27	19.84	- 0.90	16.57	6.27
Family Self	-15.88	-29.20	- 5.46	8.45	12.92	- 1.40	8.00	6.81
Social Self	21.00	- 1.60	-24.46	16.18	- 0.61	1.80	- 8.42	- 1.72
				Midwestern				
SC	-16.00	0.33	1.71	4.43	16.00	6.18	0.87	- 8.57
Conflict	- 7.10	0.66	- 2.07	16.31	0.92	-12.45	21.50	7.14
V	-18.10	2.22	6.78	1.62	2.35	6.36	10.50	- 2.00
Distribution	- 3.00	3.55	-11.57	4.87	- 5.42	- 1.09	- 7.62	- 4.57
DP	2.00	4.55	-11.64	9.375	13.92	1.81	25.12	-25.14
GM	5.10	5.44	8.42	0.00	15.71	0.54	- 1.00	24.57
Psy	- 6.60	3.88	-15.35	- 2.81	4.57	8.90	- 3.50	21.28
PD	-20.40	8.22	27.14	15.62	5.14	5.45	- 3.75	- 2.70
				Southern				
SC	-18.88	- 5.20	9.46	1.50	13.00	13.72	0.28	-10.63
Conflict	-15.44	-21.30	- 1.30	6.90	- 2.15	-11.63	-17.85	- 2.36
V	23.33	-14.80	17.07	- 7.80	-10.84	0.81	- 9.78	- 2.72
Distribution	- 3.55	-20.00	- 7.92	0.70	5.46	18.09	6.42	11.36
DP	12.22	- 2.70	-12.92	- 1.50	- 6.15	3.63	11.71	4.90
GM	12.22	-12.10	- 0.07	- 0.07	- 8.69	5.00	- 8.14	- 0.27
Psy	25.00	2.90	0.15	- 2.90	- 9.23	-10.81	-14.00	1.27
PD	-18.88	- 7.00	4.84	1.40	- 8.53	28.90	8.64	- 3.36

APPENDIX B

MEAN ROW AND COLUMN CHANGE SCORES FOR FOUR GROUPS ON THE TENNESSEE SELF CONCEPT SCALE

TABLE B-1.--Mean Row and Column Change Scores for Four Groups on the Tennessee Self Concept Scale. [Expressed by McCall's T, Mean of 50, S.D. 10].

	Black Subjects				White Subjects			
	Males		Females		Males		Females	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Row 1 (Identity)								
Midwestern								
Urban	- 5.85	40.69	- 9.81	48.53	-13.00	26.27	0.55	5.17
Rural	- 5.87	25.48	21.85	39.93	- 4.14	30.72	- 3.00	29.17
Southern								
Urban	-11.07	30.70	- 6.78	47.48	- 5.36	31.60	11.45	23.23
Rural	13.44	32.63	2.84	30.60	5.30	32.22	1.50	8.50
Row 2 (Self-Satisfaction)								
Midwestern								
Urban	5.00	29.53	8.72	26.85	-12.00	44.33	4.33	14.45
Rural	- 5.25	41.41	8.28	29.51	18.14	22.42	- 6.06	38.33
Southern								
Urban	- 8.38	31.25	- 9.09	33.61	-20.00	38.99	- 8.70	60.15
Rural	-12.00	40.62	- 6.36	14.55	21.38	38.84	5.30	17.62
Row 3 (Behavior)								
Midwestern								
Urban	14.00	37.04	17.90	47.61	- 4.70	49.04	4.44	16.50
Rural	11.00	38.77	-18.71	22.47	- 6.50	42.36	- 6.25	34.49
Southern								
Urban	5.53	46.10	6.54	40.24	- 5.66	41.34	- 3.00	28.23
Rural	0.14	41.85	- 0.81	28.33	19.53	35.90	- 0.50	6.32
Column 1 (Physical Self)								
Midwestern								
Urban	34.92	36.64	26.90	37.20	-22.00	41.80	5.77	13.83
Rural	- 2.37	47.89	-31.00	34.17	- 0.85	42.92	11.00	25.93
Southern								
Urban	9.61	40.57	-22.63	32.78	2.22	44.65	4.60	33.58
Rural	- 5.28	35.83	1.00	16.71	8.53	53.46	1.00	10.71
Column 2 (Moral-Ethical Self)								
Midwestern								
Urban	- 7.00	43.88	1.09	45.81	20.10	26.21	5.11	22.36
Rural	- 1.12	42.65	22.28	38.48	- 5.07	53.68	12.00	43.86
Southern								
Urban	12.30	43.04	3.27	37.46	-11.33	25.11	-18.00	46.35
Rural	0.64	46.85	- 6.72	26.89	18.07	41.90	- 2.70	11.55

TABLE B-1.--Continued.

	Black Subjects				White Subjects			
	Males		Females		Males		Females	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Column 3 (Personal Self)								
Midwestern								
Urban	3.42	45.10	-35.09	38.32	- 2.80	39.39	8.11	17.98
Rural	2.62	36.44	5.14	35.88	- 6.35	46.84	3.25	52.41
Southern								
Urban	- 8.61	50.30	2.27	47.09	6.66	36.95	1.60	21.08
Rural	16.57	34.29	6.27	27.19	19.84	49.37	- 0.90	6.64
Column 4 (Family Self)								
Midwestern								
Urban	0.50	38.55	- 7.18	51.75	- 9.90	47.77	1.22	11.67
Rural	8.62	46.68	17.71	48.19	2.85	43.59	9.50	47.47
Southern								
Urban	- 5.46	51.69	8.45	36.44	-15.88	43.29	-29.20	54.05
Rural	8.00	44.15	6.81	17.70	12.92	41.20	- 1.40	9.15
Column 5 (Social Self)								
Midwestern								
Urban	- 9.00	33.77	5.45	37.51	- 6.10	35.65	4.55	16.56
Rural	-18.00	49.63	12.28	51.94	5.64	41.21	2.00	36.00
Southern								
Urban	-24.46	46.28	16.18	38.94	21.00	38.82	- 1.60	22.31
Rural	- 8.42	44.47	- 1.72	24.77	- 0.61	46.23	1.80	10.59

APPENDIX C

DATA FROM THE TSCS SUPPLEMENTARY AND EMPIRICAL SCALES

TABLE C-1.--Data from the TSCS Supplementary and Empirical Scales. [Mean Change Scores Expressed by McCall's T, Mean of 50, S.D. 10].

	Black Subjects						White Subjects					
	Males			Females			Males			Females		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Self-Criticism (SC)												
Midwestern												
Urban	16.00	44.41	14	6.18	48.64	11	-16.00	39.61	10	0.33	8.44	9
Rural	0.87	36.13	8	- 8.57	53.87	4	1.71	29.80	14	4.43	45.86	16
Southern												
Urban	13.00	38.97	13	13.72	24.48	11	-18.88	36.45	9	- 5.20	51.65	10
Rural	0.28	29.31	14	-10.63	31.79	11	9.46	57.20	13	1.50	11.21	10
Conflict												
Midwestern												
Urban	0.92	39.48	14	-12.45	35.83	11	- 7.10	44.74	10	0.66	8.47	9
Rural	21.50	46.88	8	33.85	7.14	7	- 2.07	45.29	14	16.31	34.42	16
Southern												
Urban	- 2.15	38.37	13	-11.63	41.61	11	-15.44	37.55	9	-21.30	44.31	10
Rural	-17.85	42.93	14	- 2.36	9.46	11	- 1.30	52.96	13	6.90	11.21	10
Variability (V)												
Midwestern												
Urban	2.35	22.84	14	6.36	36.12	11	-18.10	45.13	10	2.22	23.12	9
Rural	10.50	37.81	8	- 2.00	19.48	7	6.78	38.20	14	1.62	38.78	16
Southern												
Urban	-10.84	59.31	13	0.81	34.88	11	23.33	35.00	9	-14.80	33.09	10
Rural	- 9.78	-44.67	14	- 2.72	20.32	11	17.07	34.21	13	- 7.80	18.72	10
Distribution (D)												
Midwestern												
Urban	- 5.42	22.84	14	- 1.09	47.36	11	- 3.00	35.70	10	3.55	18.43	9
Rural	- 7.62	53.30	8	- 4.57	43.04	7	-11.57	41.96	14	4.87	38.44	16
Southern												
Urban	5.46	54.17	13	18.09	53.29	11	- 3.55	46.73	9	-20.00	40.99	10
Rural	6.42	38.50	14	11.36	28.61	11	- 7.92	33.30	13	0.70	9.97	10

TABLE C-1.--Continued.

	Black Subjects						White Subjects					
	Males			Females			Males			Females		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
Defensive Positive (DP)												
Midwestern												
Urban	13.92	41.61	14	1.81	45.97	11	2.00	31.98	10	4.55	15.07	9
Rural	25.12	31.03	8	-25.14	43.51	7	-11.64	32.64	14	9.37	43.05	16
Southern												
Urban	- 6.15	35.67	13	3.63	47.48	11	12.22	36.60	9	- 2.70	42.30	10
Rural	11.71	43.85	14	4.90	19.60	11	-12.92	37.84	13	- 1.50	8.35	10
General Maladjustment (GM)												
Midwestern												
Urban	15.71	42.20	14	0.54	40.23	11	5.10	40.00	10	5.44	20.57	9
Rural	- 1.00	59104	8	24.57	26.70	16	8.42	30.63	14	0.00	38.16	16
Southern												
Urban	- 8.69	51.09	13	5.00	52.46	11	12.22	46.79	9	-12.10	24.45	10
Rural	- 8.14	29.67	14	- 0.27	28.39	11	- 0.70	39.37	13	- 0.70	4.90	10
Psychosis (Psy)												
Midwestern												
Urban	4.57	31.44	14	8.90	37.75	11	- 6.60	48.38	10	3.88	20.51	9
Rural	- 3.50	47.67	8	21.28	32.03	7	- 15.35	36.34	14	- 2.81	41.58	16
Southern												
Urban	- 9.23	36.27	13	-10.81	26.80	11	25.00	41.07	9	2.90	46.66	10
Rural	-14.00	46.37	14	- 2.90	6.33	10	0.15	46.00	13	1.27	16.88	11
Personality Disorder (PD)												
Midwestern												
Urban	5.14	36.29	14	5.45	44.78	11	-20.40	36.67	10	8.22	19.27	9
Rural	- 3.75	28.75	8	- 2.71	39.60	7	27.14	39.58	14	15.62	38.36	16
Southern												
Urban	- 8.53	41.30	13	28.90	43.36	11	-18.88	39.92	9	- 7.00	32.23	10
Rural	8.64	44.73	14	1.40	5.68	10	4.84	36.36	13	- 3.36	13.64	11

APPENDIX D

PRE- AND POST-TEST MEANS, TENNESSEE SELF CONCEPT SCALE

TABLE D-1.--Pre- and Post-Test Mean Scores on the Tennessee Self Concept Scale for the Midwestern Group. [Expressed by McCall's T, Mean 50, S.D. 10].

Dependent Variables Tested	Black Subjects								White Subjects							
	Males		Females		Males		Females		Males		Females		Males		Females	
	Pre	S.D.	Pre	S.D.	Post	S.D.	Post	S.D.	Pre	S.D.	Pre	S.D.	Post	S.D.	Post	S.D.
Total Positive	56.05	24.23	56.17	30.18	44.91	24.94	58.83	32.36	57.25	30.21	58.72	23.44	63.25	28.60	50.44	25.60
Row Scores																
Identify	58.09	25.35	45.06	26.70	52.23	28.30	47.56	30.09	59.46	25.86	50.36	20.62	51.63	22.00	48.64	26.27
Self-Satisfaction	45.05	30.96	52.17	23.14	46.32	29.50	60.72	26.63	49.75	34.90	52.52	27.52	55.33	29.93	50.20	23.90
Behavior	45.05	26.63	39.44	29.30	57.95	28.50	43.11	32.06	52.42	28.63	50.56	25.82	46.67	28.74	48.16	25.23
Column Scores																
Physical Self	34.86	29.70	50.50	32.56	56.23	29.39	54.89	30.22	50.21	28.65	43.52	23.79	40.54	25.29	52.64	21.61
Moral-Ethical Self	45.50	29.56	32.78	24.51	40.64	26.07	42.11	32.56	52.79	29.09	41.76	24.63	58.21	32.65	51.28	25.03
Personal Self	56.32	29.10	65.83	29.12	59.45	31.65	46.39	29.39	59.67	29.81	44.36	30.64	54.79	25.01	49.36	23.82
Family Self	47.73	33.04	43.39	28.42	51.18	30.02	45.89	29.03	52.46	28.64	37.88	27.98	50.00	30.72	44.40	21.05
Social Self	52.73	28.14	48.00	28.63	40.45	26.60	56.11	32.92	48.71	25.56	45.28	24.58	49.46	31.73	48.20	24.97
Supplementary Scales																
Self-Criticism	33.45	33.62	45.61	30.59	43.95	27.97	46.06	29.21	53.29	25.17	47.92	30.55	47.63	28.13	50.88	20.81
Conflict	52.95	25.37	48.56	25.52	61.36	26.47	43.72	24.60	56.58	28.96	43.36	22.46	52.41	24.74	54.04	25.44
Variability	57.64	26.13	50.83	26.56	62.95	21.46	53.94	21.79	51.83	31.66	53.36	22.66	48.25	25.79	55.20	26.64
Distribution	46.18	29.31	54.00	30.92	39.95	24.99	51.56	28.79	55.58	31.85	41.96	22.27	47.58	28.32	46.36	21.54
Empirical Scales																
Defensive Positive	37.32	27.08	55.00	29.05	55.32	24.21	46.33	29.79	46.42	22.68	43.60	23.66	40.46	24.01	51.24	26.33
General Maladjust.	38.68	28.64	33.06	23.65	48.32	28.77	42.94	27.88	42.29	29.19	52.72	24.84	49.33	28.55	54.68	18.90
Phychosis	47.59	27.86	43.61	31.57	49.23	28.46	57.33	23.22	52.38	30.26	56.40	24.55	40.67	24.47	56.00	19.78
Per. Disorders	50.59	26.73	55.78	22.02	52.50	22.31	58.06	28.38	49.25	27.78	50.68	28.14	56.58	27.30	63.64	18.78

TABLE D-2.--Pre- and Post-Test Mean Scores on the Tennessee Self Concept Scale for the Southern Group. [Expressed by McCall's T, Mean 50, S.D. 10].

Dependent Variables Tested	Black Subjects								White Subjects							
	Males		Females		Males		Females		Males		Females		Males		Females	
	Pre	S.D.	Pre	S.D.	Post	S.D.	Post	S.D.	Pre	S.D.	Pre	S.D.	Post	S.D.	Post	S.D.
Total Positive	55.56	28.00	54.18	29.30	51.59	32.05	53.77	22.08	48.23	27.90	54.45	22.28	43.23	27.90	53.80	24.78
Row Scores																
Identify	56.41	27.58	54.23	22.26	47.56	29.71	57.27	19.43	51.45	21.59	50.80	14.48	51.45	21.59	52.70	21.56
Self-Satisfaction	50.93	28.43	57.55	20.70	40.67	24.40	49.82	23.83	49.27	33.68	50.15	27.81	49.27	33.69	48.45	23.18
Behavior	46.67	31.42	54.50	22.09	49.41	25.31	52.86	18.85	46.59	26.11	48.15	17.98	46.59	26.11	46.40	20.22
Column Scores																
Physical Self	38.78	26.06	51.00	20.83	40.67	28.76	40.18	20.20	48.59	33.15	53.55	17.93	48.59	33.15	56.35	21.11
Moral-Ethical Self	42.37	28.43	50.36	25.17	48.63	27.82	48.64	22.41	48.77	28.14	50.25	20.31	48.77	28.14	39.90	21.16
Personal Self	51.07	30.56	50.23	27.70	55.52	29.61	54.50	28.02	62.14	32.05	55.90	18.10	62.14	32.05	56.25	18.78
Family Self	54.81	31.33	42.59	26.27	56.33	27.26	50.23	20.00	48.36	22.34	54.80	21.80	48.36	22.34	39.50	23.71
Social Self	59.22	29.12	43.45	21.30	43.07	29.22	50.68	22.43	45.73	32.23	46.55	19.74	45.73	32.23	46.65	15.20
Supplementary Scales																
Self-Criticism	45.52	28.12	43.82	23.85	51.93	27.70	45.36	24.47	50.14	32.54	51.85	26.80	50.14	32.54	50.00	24.14
Conflict	62.81	24.69	50.68	22.90	52.52	28.59	43.68	17.31	55.05	29.76	59.00	23.98	55.05	29.76	51.80	21.20
Variability	61.40	30.03	52.55	19.18	51.11	32.89	51.59	20.50	48.82	24.34	56.40	19.35	68.45	23.53	45.10	18.07
Distribution	47.74	33.17	38.68	22.80	53.70	28.66	53.41	25.68	56.73	e0.04	47.00	21.74	50.59	38.80	37.35	22.26
Empirical Scales																
Defensive Positive	43.44	25.30	43.59	23.50	46.56	29.04	47.86	22.78	45.05	31.82	45.85	21.92	42.41	25.30	43.75	23.57
General Maladjust.	55.04	32.60	48.00	25.02	46.63	24.04	50.36	26.27	41.23	31.89	48.25	27.26	46.18	31.40	41.85	21.64
Psychosis	53.00	26.43	50.50	23.88	41.30	26.98	45.73	22.97	42.91	29.17	48.55	20.41	53.23	32.12	48.55	25.54
Per. Disorders	50.33	33.38	43.55	23.10	50.70	30.49	56.31	22.85	55.64	26.87	57.05	17.80	50.77	32.04	54.25	17.65

APPENDIX E

LETTERS TO PARTICIPANTS

Dear Member of Class '73:

You have been selected at random from a group of 8,000 college freshmen from the South and Midwest to participate in a study, to try and measure the impact of college on students. To do this, I am using the Tennessee Self Concept Scale which attempts to register the way you see yourself and a demographic scale which was constructed after sampling fourteen (14) colleges and universities throughout the United States as to freshmen problems. The test will take approximately 15 minutes of your time to complete.

The study was so designed that the test would be administered during the first and ninth weeks of school. As you can see, I am running behind at Michigan State University. I would appreciate, very much, your joining the freshmen students at two other institutions similar to ours in assisting me with this project.

This information will remain confidential and if you should desire, you may see your test results as well as a copy of the study.

Although the Tennessee Self Concept Scale was developed by Dr. Fitts, a psychiatrist, this has nothing to do with your mental health.

By now, I am sure you are asking, who is the researcher in this project? I am Oscar P. Butler, a doctoral candidate at M.S.U. attempting to collect the above data for this project. I reside at 207E Owen Hall, telephone number 5-4036. If you feel the need to contact me for any reason, please do so.

Please participate, complete and return your test to the Office of the Head Advisor of your living unit.

Your cooperation is appreciated.

Sincerely,

Oscar Butler

207 Owen Graduate Center
Michigan State University
East Lansing, Michigan 48823

November 15, 1969

Mr. Douglas Rowley
Head Resident Advisor
North Wonders Hall
Michigan State University
East Lansing, Michigan 48823

Dear Mr. Rowley:

I regret very much that I did not have an opportunity to thank each Head Resident Advisor for the assistance given me with the first part of my data collecting mission. Thanks to you I was able to meet my deadline.

As some of you know, a number of Head Resident Advisors, Resident Advisors, and students have indicated their desire to see the results of my findings. My data collecting mission will be completed, with your help again, during the period of December 1, 1969, through December 6, 1969. The Recording and Testing Center at Vanderbilt University, Nashville, Tennessee, has promised that they would return the test results to me by January 10, 1970, providing they received them no later than December 15, 1969. If the Vanderbilt crew is accurate, I should be able to present my results to those who are still interested around the middle of February.

I am very appreciative for your willingness to help with this mission. My present plans are to return the Tennessee Self Concept Scale materials to the residence halls around November 23, with high hopes of picking them up around December 8.

Your continued assistance is appreciated.

Sincerely,

Oscar P. Butler

207 Owen Graduate Center
Michigan State University
East Lansing, Michigan 48823

November 24, 1969

Mr. George H. Simmons
East Wilson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Mr. Simmons:

Although I would like very much to do so, I have not been able to shake hands with each student who has assisted me in my project. As I mentioned in my first letter, if you would like to see your test results, I would be happy to make them available to you. The tests are being scored at Vanderbilt University's Computer Center, Nashville, Tennessee. The personnel there have informed me that if I have all my materials to them by December 15, 1969, they would have the results to me around the 5th of January. If all deadlines are met, I should be in a position to show you your results around the 15th of February.

If you are desirous of seeing your results, please indicate on the bottom of the sheet marked Post-Test. Once this is done you can rest assumed that I will contact you, hopefully, no later than February 15, 1970.

You will really help me speed the process if you will return your test materials to the Head Resident Advisor or their representative as soon as possible and especially before December 8, 1969.

Sincerely,

Oscar P. Butler

207E Owen Hall
Michigan State University
East Lansing, Michigan 48823

October 1, 1969

Dear George and Mark:

I regret that things did not go as planned, but I truly appreciate the extra effort you put forth. For the nine-week post-test, please re-administer the Tennessee Self Concept Scale along with the post-test.

Around the first of November, I will send you some additional answer sheets and test booklets. You may destroy the pre-test and do the same with the unused post-tests.

My fingers are crossed that you are able to keep the 53 students for the post-testing; if not, it will surely present a terrific problem for me.

Give my regards to Dr. Fiddler and again, thanks.

Sincerely,

Oscar P. Butler

APPENDIX F

ROW AND COLUMN SCORES WITHIN CELLS

CORRELATIONS

TABLE F-1.--Within Cells Correlations: Rows.

	Row 1	Row 2
Row 1 (Identity)		
Row 2 (Self-Satisfaction)	- 0.11	
Row 3 (Behavior)	0.02	0.12

TABLE F-2.--Within Cells Correlations: Columns.

	Column 1	Column 2	Column 3	Column 4	Column 5
Column 1 (Physical Self)		-0.04	-0.14	0.04	0.00
Column 2 (Moral Self)			0.03	0.15	-0.05
Column 3 (Personal Self)				0.03	0.19
Column 4 (Family Self)					0.00
Column 5 (Social Self)					

APPENDIX G

CORRELATIONS BETWEEN THE VARIOUS SELF-CONCEPT CHANGE SCORES

SUMMARY OF THE ANALYSIS OF ROW AND COLUMN SCORES

SUMMARY OF THE ANALYSIS OF SUPPLEMENTARY AND EMPIRICAL SCALES

TABLE G-1.--Correlations Between the Various Self-Concept Change Scores. [Expressed by McCall's T, Mean of 50, S.D. of 10].

	SC	CON	V	D	DP	GM	PSY	PD
P	-0.12	0.14	0.19	-0.02	0.04	0.07	0.08	-0.04
SC		0.09	0.03	-0.07	0.08	0.05	0.01	-0.06
CON			-0.01	0.01	-0.03	0.13	0.07	-0.09
V				-0.01	0.00	-0.03	0.18	-0.07
D					-0.02	0.07	0.20	-0.08
DP						-0.07	0.12	0.06
GM							-0.04	0.08
PSY								0.11
PD								

TABLE G-2.--Summary of the Analysis of Row and Column Scores: Interaction Effects $P < 0.05$ for Significance.

	RA*	RG	RS	AG	AS	GS	RAG	RAS	RGS	AGS	RAGS
	F	F	F	F	F	F	F	F	F	F	F
Identity	1.04	0.11	1.65	3.37	0.36	0.13	0.49	0.47	0.00	1.69	0.25
Self-Satisfaction	1.96	3.72	0.15	1.33	0.05	3.48	0.26	0.00	2.09	0.74	0.06
Behavior	2.13	0.31	0.98	4.90[b]	0.98	0.19	0.19	0.05	0.80	1.21	0.25
Physical Self	3.95[c]	7.76[a]	0.00	2.26	0.34	1.65	6.45[a]	1.36	5.27[b]	0.03	0.00
Moral-Ethical Self	0.55	0.19	0.46	1.57	0.12	0.00	1.95	1.65	0.89	0.08	2.62
Personal Self	0.13	0.04	0.59	0.90	0.00	0.00	3.30	4.07[c]	0.23	2.08	0.76
Family Self	0.45	1.67	0.10	0.02	0.75	0.18	2.46	0.98	0.06	0.03	0.11
Social Self	0.12	0.01	1.01	0.41	1.90	2.23	0.45	0.09	3.48	1.20	0.38

[a] $P < 0.01$. [b] $P < 0.02$. [c] $P < 0.04$.

*R = Race; A = Area (Urban-Rural); S = Sex, G = Geography.

TABLE G-3.--Summary of Analysis of Supplementary and Empirical Scores: Interaction Effects of Change Scores P < 0.05.

	RA*	RG*	RS	AG	AS	GS	RAG	AAS	RGS	AGS	RAGS
	F	F	F	F	F	F	F	F	F	F	F
Self-Criticism	0.06	0.85	0.12	2.76	0.00	0.32	1.22	0.41	0.64	0.64	0.22
Conflict	0.08	0.16	0.87	0.03	0.35	2.66	1.34	0.13	0.35	0.00	0.01
Variability	2.18	0.38	0.73	0.24	5.65[a]	0.03	0.54	0.80	0.14	0.35	1.35
Distribution	2.73	0.02	0.58	0.45	5.12	0.16	0.79	0.03	0.98	0.09	0.09
Defensive Positive	0.02	0.01	0.07	0.22	1.47	3.15	0.03	0.00	0.03	2.35	3.66
General Maladjustment	0.40	0.07	0.32	0.00	0.00	0.00	0.00	0.41	0.37	0.64	0.35
Psychosis	5.21[b]	0.75	0.50	0.29	1.14	0.16	0.01	0.99	0.33	1.86	0.40
Personality Disorder	2.19	4.35[c]	1.11	0.00	0.28	6.70[d]	1.45	0.08	0.00	0.24	2.71

[a] $P < 0.01$. [b] $P < 0.02$. [c] $P < 0.03$. [d] $P < 0.10$.

*R = Race; A = Area (Urban-Rural); S = Sex, G = Geography (Midwestern-Southern).